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THIS DOCUMENT IS VOLUME 1, PART 1 OF A TWO-VOLUME TEXT IN BASIC CONVERSATIONAL HINDI-URDU. TWO UNITS OF STUDY, EACH SUBDIVIDED INTO THREE CONVERSATIONS WITH ATTENDANT PRONUNCIATION AND GRAMMAR DRILLS ARE PROVIDED. CONVERSATION AND DRILL TECHNIQUES ARE COMBINED WITH COLOR SLIDE SEQUENCES PHOTOGRAPHED IN APPROPRIATE NATIVE LOCALES. THE ATTEMPT HERE IS TO ENHANCE THE LANGUAGE-LEARNING OF THE STUDENT BY REFERENCING SOCIAL, SITUATIONAL, AND LOCATIONAL CONTEXTS IN WHICH THE LANGUAGE IS ACTUALLY USED. (REFER TO ED 010 448 AND ED 010 449 FOR ADDITIONAL INFORMATION.) (JH)

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CONVERSATIONAL HINDI-URDU

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1962

PREFACE

In foreign language learning it is too often overlooked that language is a part of culture, and that linguistic patterns convey important information about the modes of thought and way of life of the people who use the language. To teach these patterns without reference to the locale and the social context in which they are used is to neglect an important aspect of their meaning and a useful tool of area instruction. This is especially true for a country such as India, where the surroundings are so unfamiliar that the student cannot easily visualize them. To teach a student Hindi without reference to the contexts in which it is actually used is to make him less able to use it effectively when he arrives in India.

This book attempts to remove this deficiency by combining the conversation and drill techniques of a spoken language course with color slide sequences photographed in India. As he hears the language spoken, the student simultaneously observes the social situations and localities in which the encounters on which the conversations in this book are based take place. He also learns something about the social significance of dress, gestures, and other aspects of communication. The Introduction, which deals specifically with the history of the language as an aid to understanding modern usage and describes its function in North Indian society, is intended to be read as a prelude to the course.

So large an undertaking must inevitably be a group effort requiring the cooperation of a number of specialists. The project arose from discussions between the senior author and Laurence Van Mourick, Jr., of the International Communications Foundation of Beverly Hills, California. Work was conducted in two phases. The first phase was carried out entirely in India in the spring of 1960 by a field team consisting of the senior author as director, Wallace P. MacGalliard and Vijay Shankar, photographers for the International Communications Foundation, and Surendra Kulsheshtra and Dr. Amar Bahadur Singh, linguists. During this phase, preliminary drafts of the conversations were prepared and photographs of the encounters were taken on location. The second phase was conducted at the University of California, Berkeley from 1960 to 1962 by the South Asian Languages project of the Center for South Asia Studies, Institute of International Studies. During this phase, conversational texts were put into their final form, photographic sequences selected, grammatical information and drills prepared. Preliminary versions of the text materials were tested at the University of California, Berkeley; at the University of Chicago and at the University of Minnesota.

Miss June Rumery served as the principal research associate and took a major part in bringing the text to its present form. She is largely responsible for the pronunciation and grammar drills in Volume I, which make up the bulk of the text. C. M. Naim and Dr. Amar Bahadur Singh assisted in writing the conversations and contributed materially to the linguistic analysis. Shirley Silver advised on pronunciation and grammar drill techniques, and Dr. Singh also wrote the major portion of the review materials. Others who helped materially include: Vinod Agarwal, Abdul Azim, Pushpa Gupta, Usha Jain, Joanna Kirkpatrick, Lakshmi Narayan, Claude G. Nelson, Hikmet Sebuktikin, James M. Stone, Marianne Ulene, and Myrsam Wicksman. Karin Beros prepared the final manuscript version.

The final responsibility for the conception and design of the volume and for its implementation in the text rests solely with the senior author. Research on the social function of modern Hindi which provided the background for the text was carried out under a grant from the Rockefeller Foundation. Thanks are due to countless individuals, both here and in India, who assisted in one way or another, particularly to the Ministry of Culture and Scientific Affairs, Government of India. Dr. William Bright, Mr. Colin Masica and Dr. H. A. Gleason commented on earlier versions of the text. And, finally, a word of thanks to the students who bore patiently with our experimentation and who, by their comments and other aid, helped write this book.

--John J. Gumperz
August 1962

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INTRODUCTION: PART I

Hindi-Urdu is the most widespread of the many languages of the South Asian subcontinent. It is spoken in the greater part of North India, in the states of Delhi, Uttar Pradesh, Rajasthan, Madhya Pradesh, Bihar and in parts of East Punjab, as well as in large North and Central Indian cities such as Bombay, Calcutta and Ahmedabad; and in Karachi and Lahore in West Pakistan. Statistics show between 150 and 200 million speakers, thus making it one of the major languages of the world. But in none of the areas where Hindi-Urdu is spoken is it the only medium of communication.

This paradoxical fact introduces us to a linguistic situation different from anything familiar to Americans. In our own society, English is the sole medium of daily communication for the overwhelming majority of the population. We use it at home, in informal gatherings with friends, at work, in school, and, with minor stylistic modifications, in government offices, in the courtroom and on the speaker's platform. This is rarely the case in India, where most speakers of Hindi-Urdu are bi- or multi-lingual. The conversational Hindi-Urdu taught in this text is only one of the several languages and dialects which most Indians are required to use in the course of their lives.

The extent to which Hindi-Urdu is employed varies from region to region and from person to person. Villagers in the rural sectors speak local dialects, which may be as different from Hindi-Urdu as French is from Spanish. They use Hindi-Urdu primarily in school or when visiting the city or talking with government officials. Although for census purposes they may list themselves as speakers of Hindi or Urdu, their control of the language is often far from perfect. In the large metropolitan centers like Bombay and Calcutta, whose populations are drawn from all parts of the subcontinent, a variant of Hindi-Urdu serves as the language of commercial transactions or "bazaar language." But this form of Hindustani, as it is sometimes called, coexists with many other local languages and dialects and with literary languages such as Marathi, Gujarati, or Bengali, many of which enjoy much higher local prestige. Urban residents in the core of the so-called Hindi region (the states of Uttar Pradesh, Rajasthan, Madhya Pradesh, Bihar and Delhi) tend to have a much better command of Hindi-Urdu and use it for a much greater proportion of their daily activities than do villagers, but even here various local languages and dialects continue to be used in the home. Furthermore, English enjoys high prestige among the educated. It is frequently employed for contacts with outsiders, among Indians in Western-type surroundings such as hotels, restaurants or modern stores, and for serious discussion on topics dealing with modern life.

All these are the very spheres of activity in which a visitor is most likely to come into contact with Indians. The result is that the Western visitor expecting to practice his Hindi-Urdu in such surroundings will find little opportunity to do so. Educated Indians will soon tire of speaking Hindi-Urdu in surroundings in which Hindi-Urdu itself sounds unnatural to them. If the Westerner is to learn to use the new language he will require at least some introduction to the general linguistic history and problems of speech distribution in North India. This will enable him to understand how and when the new language forms can be used -- and why.

Historically Hindi-Urdu is a member of the Indo-Aryan branch of the Indo-European family of languages, which also includes most of the modern European tongues. The best known ancient representative of Indo-Aryan is Sanskrit, which, although no longer spoken, continues to occupy a position as the language of the sacred Hindu texts and serves as a source of learned vocabulary in much the same way as do Latin and Greek in modern Europe. Aside from Hindi-Urdu, the Indo-Aryan language family also claims most of the other regional languages of Northern and Central India: Sindhi, Punjabi, Gujarati, Marathi, Bengali, Assamese, Oriya and the Sinhalese tongue of Ceylon. The languages of the South of India -- Tamil, Telugu, Kannada and Malayalam -- belong to the Dravidian language family, which is not related to Indo-Aryan.

Although the political importance of Hindi-Urdu is relatively recent, its origin is contemporary with the high Middle Ages in Western Europe. The earliest form of Hindi-Urdu for which we have evidence is the trade jargon which became current after the Muslim conquest of Delhi in the twelfth century. This idiom, based on the speech of the rural districts around Meerut but also showing many influences of the Rajasthani to the South and the Punjabi to the West, was first employed primarily in the cities and fortified camps of the armies of the Delhi Sultanate. The name Urdu is derived from the expression zabaan-i-urdu, the language of the camp, thus reflecting its original function, for a large travelling bazaar was usually part of the train of a military camp.

Commencing in the thirteenth century a style called khaRi boli and related to this trade jargon came to be employed in the devotional poetry of the poet-saints of the bhakti or Faith Movement, a popular religious movement whose aim was to attract large numbers of people to the worship of a personal god, and also in the ballads of the minstrels who wandered from court to court. Poetry in a style called Urdu began to appear in the sixteenth century, strangely enough in the Muslim-ruled state of Golconda near Hyderabad city (Andhra State), where the present language is Telugu. This type of court poetry then spread to the Muslim courts of Delhi and Lucknow in the North.

At no time, however, did either khaRi boli or Urdu serve as the sole literary language in any particular region in the way that English is accepted in the United States today. Literacy in North India before the British conquest was traditionally confined to a numerically small group of scribes, bards, priests and members of monastic orders. These groups employed not one but a variety of literary languages and styles. Official records of the chanceries of the Muslim rulers and of the Muslim law courts were kept in Persian. Sanskrit was employed in Hindu religious ceremonies and in the separate Hindu law courts. A host of other literary dialects, such as Braj Bhasha, based on the rural speech around Agra, and Awadhi, reflecting the local dialects of Lucknow, were also in use side by side with Urdu and khaRi boli. The differences between all of these literary styles and the spoken idiom of the bazaars and the rural districts were considerably greater than those between literary and conversational styles of English.

Traditional India thus presents a picture of extreme linguistic segmentation, implying in turn extreme social segmentation and group isolation, with the population composed of innumerable groups speaking only their own dialects, and intellectual life the property of a few designated groups, each using its separate language. This picture accords well with what we know from other sources.

These conditions continued throughout the early years of the British regime. It was not until after 1835, several decades after the British occupation of North India, that the new rulers, realizing the need for a language of local administration which could be understood over a wide area, replaced Persian with the then-current form of the bazaar language for purposes of local and district administration.

This trade idiom, a direct descendant of the medieval zabaan-i-urdu, had by then developed into the principal lingua franca of urban North India. Hence the name Hindustani, the language of Hindustan. When Hindustani was used in official documents, it was written in the Persian script, the script which was also employed for Urdu court poetry at the courts of the former Mughal rulers, now pensioned off. As a consequence, the terms Urdu and Hindustani came to be used synonymously.

As a result of the new language policy Urdu schools were organized and Urdu became widely studied by those who aspired to government positions. Soon after, Urdu prose literature also began to appear. The new idiom did not, however, gain complete acceptance. As an official language it was second to English, which served as the medium of higher education and of the higher government offices. While Hindus employed Urdu for business and administrative purposes, they did not fully accept its use for fiction and poetry because of the Persian script in which it was written. An important peculiarity of the linguistic situation in India has been the association of the written word with the sacred, and of reading with prayer. Since so much of the traditional Hindu literature which has survived has been didactic and religious in nature, the Devanagarî script derived from Sanskrit -- itself the religious language of the Hindus -- in which it was written has acquired a sacred aura by association. To write in Persian for purposes other than business and administration, for Hindus, had a touch of the profane about it.

The result was the development of a new literary prose style called Hindi and written in the Devanagari script. In this style, many of the words which had come into the language from Persian and Arabic sources were replaced by others taken from Sanskrit. The most important of the early Hindi writers, Bharatendu, was active about the middle of the nineteenth century; but his interests and those of others like him were purely literary. Most Hindu literary figures of the period knew both Hindi and Urdu, for Urdu and English remained the official media of business and administration.

With the growth of political movements in the late nineteenth and early twentieth centuries, Hindi and Urdu became associated with the conflicting aspirations of communal groups. The cause of Hindi was taken up by several of the Hindu revival and reform movements such as the Arya Samaj (founded 1875). Special societies for the propagation of Hindi in the Devanagari script were established and Hindi schools were opened in many localities. Extremists on the Hindi side called for the expurgation of supposedly foreign words from the language and for their replacement with others of Sanskrit origin. Those on the other side retaliated with the same demands for words of Persian origin. Some went so far so to deny any historical connection between Urdu and the other Indo-Aryan languages, and the term Hindustani became unfashionable. As a result, the two styles tended to draw away both from each other and from the spoken idiom of the people.

When Gandhi began his campaign for national unity, he attempted to minimize the Hindi-Urdu polarization, calling for a return to a simple literary style for which he revived the name Hindustani. This was to be based on the spoken language, avoiding the most artificial borrowings from Sanskrit on the one hand and Persian and Arabic on the other. Gandhi's Hindustani could be written either in Persian or in Devanagari script and was widely used for a time by his followers. With the establishment of the separate states of India and Pakistan, however, the name Hindustani was dropped. Hindi, written in Devanagari script, was accorded equal status with English as the eventual national language of India. Urdu, written in Persian script, was given separate recognition within India along with the other regional languages. In Pakistan, Urdu and English became the two national languages.

The emotional overtones of the Hindi-Urdu controversy have deeply colored many Indians' views of the problem. Part of the confusion arises from the changes in function which language use has undergone in North India as a result of the events of the last hundred years. The modern language Hindi-Urdu has developed from literary styles cultivated by relatively small groups of literati into the medium of communication of a growing, developing area. Whereas formerly these styles were used primarily in poetry recitations, modern Hindi-Urdu must now accommodate speakers from an ever-increasing range of social and educational backgrounds and must serve the needs of a modern state. This change in function has created a number of problems. New technical and legal vocabulary must be coined, spelling standardized, and new dictionaries prepared. But as the need for these changes appears less urgent in some parts of North India than in others, a wide range of opinion exists, and each decision is a subject for disagreement. These problems of standardization also occurred in Western countries, but they were settled over a period of several hundred years and have been forgotten. Standardization in most of the countries of Western Europe and in the United States has by now become so general that we tend to take it as the normal state of affairs. Hence it is difficult for us to understand the feelings aroused by these questions in India, a country attempting to become a modern state in a few generations -- a task which took several hundred years in the West.

Hence those seeking information about the differences between Hindi and Urdu will find almost as many views as there are political opinions. Some individuals claim that the two are hardly related, while others are unable to see any difference between them. Such opinions, however, are rarely based on the facts of language behavior. The exact linguistic nature of the two styles has always remained undefined. A large amount of variation is possible in either style, so that it would be difficult to say where Hindi starts and Urdu ends.

From the point of view of linguistic behavior, Hindi and Urdu are best viewed not as single, discrete units, but as two converging series of overlapping styles. At the extreme of each series is a style representing the linguistic practice advocated by conversative Hindi and Urdu grammarians. Grammar has for a very long time been accepted as a part of the traditional curriculum of religious studies on both sides. Thus Hindi and Urdu grammarians, while not necessarily practitioners of Hindi or Islamic religious rites, often have a religious orientation which discourages interest in each other's scholarly activities and tends to make them separate groups with divergent interests.

The linguistic practices advocated by these groups, however, rarely find complete acceptance among the literature-producing and reading populace. It would be nearest the truth to regard them as behavioral ideals or norms which apply only to certain social contexts. This is not to maintain that these norms act as iron-clad rules within defined contexts, for even where their use is indicated, individual choice not to employ them may prevail, depending on the impression one wishes to convey. This is true for literary as well as spoken forms of the language. Just as English authors achieve special literary effects by a mixture of standard and regional ("you-all") or substandard ("ain't") forms, writers of

Hindi and Urdu rarely follow exclusively the rules set down by extreme advocates of one style or the other. They utilize variant linguistic forms for literary effect as a means of depicting character and of conveying a host of other subtle social and psychological meanings. Finally, a significant portion of the North Indian reading public enjoys both Hindi and Urdu literature, and many books are published in both styles. The short story writer Prem Chand, for instance, enjoys equal fame in both traditions, for he wrote in both styles.

A study of the linguistic differences at the extremes of each of our two series, Hindi and Urdu, reveals that these differences appear primarily on the level of vocabulary and pronunciation. The bulk of the grammar, consisting of the rules of noun, verb and adjective inflection, is shared. The introduction of a large number of Persian words was accompanied by the borrowing of several sounds not native to Indo-Aryan languages (see Pronunciation Drills, Unit III for details). Formal Urdu requires that these sounds be pronounced as they are in Persian. Formal Hindi, on the other hand, applies similar strictures to the pronunciation of the -N̲- occurring in words reintroduced from Sanskrit and to many initial and final consonant clusters which also appear in words borrowed from Sanskrit. In the realm of vocabulary, a speaker has a choice between alternatives in a number of common cases, where one of the alternatives indicates an Urdu orientation, the other a Hindi orientation on the part of the speaker. For example, Urdu z̄yaadaa (much) corresponds to Hindi adhik (much), Urdu k̲haas (special) to Hindi mukhy (special). The initial k̲h- of k̲haas is a Persian-derived sound, while the final consonant cluster -khy in mukhy is Sanskrit-derived. Neither of these sounds is common in the spoken language, where k̲haas would be pronounced khaas and mukhy is not frequently used.

Vocabulary differences appear in a number of social interactions where Westerners would not expect to find them. Greetings differ, depending upon whether the person addressed is a Hindu or a Muslim, an equal, a social inferior, or a person who must be treated with respect. Similarly, at the extremes of each series, we find elaborate politeness formulas which are not shared.

As much as eighty or ninety per cent of vocabulary may thus differ at the extremes of the Hindi and Urdu series. As we move toward the area of overlap and away from the formality of the extremes, vocabulary differences tend to disappear. In these situations, whether one's speech is judged to be Hindi or Urdu will depend increasingly upon such outside clues as dress, or in fact upon the religious, social and/or political orientation of the judge. The author was complimented in a Hindu home on his good Hindi, and in a Muslim home on his good Urdu. The words he had spoken in both cases were identical! That this can occur is the major reason why we can talk of Hindi-Urdu as a unit and treat it in a single elementary textbook.

In deciding which form is appropriate in a given situation, the Westerner must remember that not all forms are appropriate in all social situations. Formal Hindi or formal Urdu would be quite inappropriate in Westernized surroundings such as hotels and restaurants. Similarly, for all practical purposes neither has a place in a bazaar transaction. The determining factors are the type of social situation, the persons who participate in it, and the impression the speaker wishes to convey. When we speak of social situations, we include both the encounter and the locale in which it takes place. Encounters may of course be defined broadly in terms of categories of like events, or narrowly in terms of specific meetings of individuals. Our definition of encounters in this text, based as it is on linguistic clues, is a broad one. We differentiate only those events which, in our experience, call for differences in speech behavior. Some kinds of encounters requiring different types of speech behavior are: shopping, obtaining any of a number of personal services, street transportation, sightseeing, casual contacts of various types with educated Indians. The second component of the social situation is its locale. This is peculiarly important in India because of the many different regional and sub-regional speech standards which influence the type of Hindi-Urdu used in a particular place. The Hindi-Urdu of even relatively uneducated native speakers in eastern Uttar Pradesh, for example, shows more Sanskrit borrowings than that employed in Delhi or Lucknow, where the influence of Muslim culture has been strong.

Speech further varies with the participants in a social situation. We have already referred to the many possible forms of greetings. Each is appropriate to a person of a specified religious and social group. Since Hindi-Urdu is, moreover, a second language for most speakers, individuals vary in the extent to which they control it. An uneducated shoemaker can hardly be expected to reproduce perfect literary Hindi-Urdu even if the situation should call for it.

The impression the speaker wishes to convey determines the degree to which he adheres to a particular style. Resorting to an inappropriate style in a given situation often signals comic relief. The use of an informal style signals relaxation with friends, while the use of a particularly formal style may indicate a desire to maintain distance from other participants in the situation, a desire to impress other participants with one's command of Hindi-Urdu, or higher social status than that of other participants in the situation.

Since the rules of the language vary with the social situation, the participants and the impression the speaker wishes to convey, it is incumbent upon us to present some information, however general, about the social environments in which the language is employed. Thus this textbook is arranged in a graded series of social situations in which a Western visitor to India would find himself and in which his use of Hindi-Urdu would be appropriate. The situations progress from the socially simple, requiring little in the way of politeness formulas and elaborate syntactic construction, to the more complex forms as they occur in the informal conversation of the educated.

Obviously in an elementary textbook we cannot include every conceivable situation in which a Westerner visiting India might find himself. A reasonable goal would be control of the language sufficient for casual conversations with Indians in a representative selection of situations. This goal frees us from the necessity of presenting the extremes of Hindi and Urdu. They are special cases requiring considerable other cultural knowledge and can probably best be learned in advanced courses involving work with literary texts or in India itself.

This is not to imply that we wish to discourage the student from learning to write either the Hindi or the Urdu script. In our own courses at the University of California, Berkeley, we introduce writing after four or five weeks of instruction in conversation through the use of special Hindi and Urdu readers* designed primarily for home study, but a decision on the optimum time to introduce writing in a first year course is one which we leave to instructors who may use our text elsewhere.

One of the major problems in a text which attempts to convey social as well as linguistic content is the necessity of specifying the social situation clearly and of relating the linguistic form to the social situation. This problem is a particularly difficult one for a country such as India, where the very natural environment is so unfamiliar as to defy the imagination of the uninitiated. An American who has never ventured out of the United States can scarcely produce an accurate mental image of "bazaar" in the abstract. We can convey the information that Hindus and Muslims, the educated and the uneducated, Westernized and relatively traditional Indians tend to dress and act differently, but to specify the differences in detail, some concrete illustrations are necessary.

For this reason, the conversational situations covered in this text were acted out and photographed on location in India and processed in the form of color slide and filmstrip sequences. To virtually every sentence in each of the conversations in this book corresponds a color slide which attempts to convey graphically the social situation, the participants and to some extent the impression to be conveyed by the speaker. Each conversational theme is thus developed visually and orally and it becomes possible to establish a direct correlation between Hindi-Urdu speech forms and visual images. Muslim greetings are directed at a person wearing identifiably Muslim dress. Situations requiring informal forms of speech can be visually specified. All of this is possible with a minimum of reliance on English translation. The student looking at the picture sequence can often almost guess the meaning of the Hindi-Urdu utterance. The translation in this case merely aids in recall and building up of vocabulary.

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*J. J. Gumperz, Hindi Reader, Vols. I and II, and J. J. Gumperz and C. M. Naim, Urdu Reader. Available through the A.S.U.C. Bookstore, University of California, Berkeley 4.

By specifying the social situation (including both the encounter and the location) we hope to have avoided the grossest of the misunderstandings that can arise in an elementary language course of this kind. In view of the lack of agreement as to what constitutes good Hindi-Urdu, we cannot hope to secure one hundred per cent approval of our usage. The exigencies of the text have forced us to make a number of compromises for the sake of clarity and simplicity, which we hope will not affect the value of the remainder of the text too seriously. To attempt an explanation of each instance in which a compromise has been made would plunge us into details which are of interest only to a few specialists. For the sake of brevity, we use the term Hindi to mean Hindi-Urdu in most of the text.

The fact that the conversations deal exclusively with Indian topics has one serious disadvantage. The student is given little vocabulary suitable for conversation in Hindi-Urdu with Indian students in this country or for discussion of classroom experiences and procedures. We have attempted to remedy this omission by including additional vocabulary suitable for such situations in the special Word Study sections. This vocabulary material is integrated into the drills and review conversations.

The text is subdivided into two Volumes. Volume I, part 1 consists of two units each subdivided into three conversations with attendant drills, as does Volume I, part 2. A Glossary of the vocabulary of the first four units appears at the end of Volume I, part 2. These units focus on relatively impersonal contacts between a Westerner and various kinds of small business and service personnel: vendors, shoemakers and laundrymen, taxi drivers and guides. Since these conversations involve situations of relatively slight social complexity, they make it possible to concentrate on the presentation of basic grammatical rules. Volume II, containing six units of two conversations each, focuses on various types of casual encounters in which the participants are social equals, ranging from casual meetings during travel through telephone conversations to informal get-togethers and situations involving discussions of facets of modern Indian political and social life with educated Indians. A Glossary for Volume II appears at the end.

Each conversational subunit is developed as follows: The conversation is first presented as a whole without translation and is intended to be accompanied by the appropriate slide sequence. Natural breaks in the conversation are indicated to aid in practice and memorization. In the second section, consisting of vocabulary and translation of the conversation, utterances are broken down into component phrases and words and are analyzed grammatically. This section is primarily intended for home study.

Then follows a brief set of cultural notes which attempt to anticipate and answer students' questions about certain features of the situation and of normal linguistic usage in the situation. The section on Word Study may be designed to accomplish any or all of the following: a) introduction of new vocabulary for classroom purposes; b) presentation of closely defined classes of words related in one of several ways (e.g., numbers, parts of the body, colors, etc.); c) presentation of Hindi and Urdu stylistic equivalents where distinctions are called for; d) provision of elementary information on processes of word derivation, such as the formation of adjectives from nouns. After Word Study follow Pronunciation Notes and Drills, and Grammar Notes and Drills. The last section of the conversational subunit contains brief review conversations and, from Unit II, review questions. Additional review conversations and questions are provided in a special section at the end of each of the two major units of Volume I, part 1, and Volume 1, part 2

--John J. Gumperz
August 1962

INTRODUCTION: PART II

Structure of the Course

The essential feature of a spoken language course is that it is designed to achieve both rational understanding and automatic production of the new language patterns. In contrast to the traditional course, where the student is given the grammatical rules and a few examples of their application and left to master them as best he can, a spoken language course attempts to guide the student through each step of the learning process.

The learning process begins with memorization of graded conversations, introduced with the aid of pictures whose purpose is to specify the context. The conversations are broken up into subroutines for ease of memorization. Since memorization is aided by an understanding of meaning and the way in which sentences are formed, the conversations are followed by a section entitled "Vocabulary and Translation of the Conversation," where sentences are analyzed into their most important parts and word meanings are given. Two kinds of translations are used in this section: literal and free. Each sentence is first broken into its component parts, where literal or dictionary translations of each major part appear; then the complete sentence follows, with free colloquial translation.

Too often the beginning student is given the impression that the literal meaning is the "true" meaning and that any other meaning must necessarily be secondary or even wrong. Our procedure is designed to avoid this misunderstanding. By comparing the literal and free translations, the student learns how greatly translation depends on context, for a word which is given one literal translation may receive several free translations, the choice depending on the other words with which it is used, and the social situation in which the conversation takes place. For example, the literal translation of liijiyee is 'please take'; of khaaiyee, 'please eat'; of eek, 'one,' but the free translation we have given of the fruit-seller's sentence liijiyee, eek seeb khaaiyee, is 'Here, have an apple.' Although we have the words 'take,' 'eat,' and 'one' in English, we would probably never speak them together as they appear in Hindi: 'Please take; eat one apple.' At least we would not do so in this situation. Similarly, in the grammar drills various possible translations of the same sentence are used pruposely to free the student from the idea that there is only one correct translation. The importance of the social context in determining meaning is stressed throughout the book. Our goal is automatic comprehension and production of spoken Hindi-Urdu without reference to English. Hence we make no use of translation as a teaching device.

Once the student has studied the Vocabulary and Translation section, we expect him to make as little use of English as possible. This is possible because we provide him with a more primary stimulus than translation, namely slides or filmstrips which depict the actual scenes upon which the conversations he is learning are based. Thus in practicing the sentence woo kyaa hai, we need not resort to the English 'What is that?' to stimulate the student to produce this utterance. Instead we show him a picture of a customer pointing to something near a fruit-seller. When the class says the next line, papiitaa hai, saahab, they are looking at the fruit-seller holding a papaya. The combined context of the question-and-answer and pictures tells the student what the sentences "mean." The Hindi words are related directly to the objective world rather than to other words in English, since the purpose of this course is automatic production of spoken Hindi in response to stimuli from the immediate environment.

Since the immediate environment includes not only the world depicted in the slides but also the classroom situation, the Word Study sections in Unit I teach simple classroom instructions which should enable the class to carry on entirely in Hindi. We strongly recommend their use.

The Conversation, Vocabulary and Translation, and Word Study sections are followed by Pronunciation Drills, whose function in the spoken language course is similar to that of finger exercises in learning a musical instrument. They are designed to retrain the student's ear and vocal apparatus in the automatic and natural production of new sounds peculiar to Hindi. To focus attention on the production of sounds alone, none of the pronunciation drills in the book are translated, nor should they be translated by the instructor. Words used in these drills have been selected for the sounds they contain, and not for their meanings. Though most of these have Hindi meanings, a few nonsense words have been included at the beginning when necessary for illustration of sound patterns. The pronunciation drills build from individual words into complete sentences. These latter contain only words and grammatical patterns which students have already learned.

Since this book is designed to be used by instructors with no previous training in the use of the oral-aural-choral drill approach to language teaching, a detailed, step-by-step explanation of drill procedure accompanies each new drill in the pronunciation and grammar sections as new operations are introduced. We suggest that no attempt be made to vary these procedures until they have become completely familiar. The instructor who has always presented new language material first in its written form and later in its spoken form will find distinct advantages in a method of presentation which relies on the ear alone, as presentation through written material tends to carry with it previous mental associations with sounds of the English language, thus complicating the learning of new sounds.

In the Grammar Drill section immediately following, each drill is preceded by a brief paragraph explaining the grammatical rule involved, and giving relevant examples from the text. These explanations are intended primarily for home study, and little time should be spent on them in the classroom. The instructor will find that the highly structured drills do much of the work of explanation for him.

In constructing drills we have followed the principle that drills can and should teach as well as test. We have also considered the fact that many apparent grammatical difficulties are really difficulties in pronunciation. Thus a student who cannot pronounce nasalized vowels, for example, may be having difficulty distinguishing between singular and plural verbs, for some Hindi singular and plural verbs, e.g., hai and hãĩ, are distinguished by the presence of nasalization in the plural and the absence of it in the singular. The arrangement of drills in this course is designed to obviate confusion of pronunciation and grammatical errors and to lead from simple repetition to free conversation in a series of steps.

This process begins in the Grammar Drill section and ends in the Review Conversations which close each unit. In the Grammar Drill sections, all choral drills (those in which the whole class responds together) are to be done in a sequence of three steps. The first of these is a teaching step: Repetition. Here the class simply repeats the response after the instructor. Because no grammatical manipulation is expected, pronunciation can be the focus of attention. The second step, Reinforced Response, teaches by testing. The instructor requests a response from the class which is different from his own utterance. After the class attempts to produce the response, the instructor produces it correctly and the class then repeats this correct response. The third step, Unreinforced Response, tests without teaching. This time there is no reinforcement; the instructor does not give the correct response. A fourth step, Individual Unreinforced Response, is optional. It is especially helpful in locating individual problems still remaining and giving students a chance to show what they can do.

By leaving individual performance until last, the tension that students feel at performing alone is greatly reduced, since the chances are good that the student will be able to perform adequately. At this stage in the learning process it is important that the student be given as little opportunity as possible to make errors. Too much freedom at this point will impede the goal, i.e., automatic production of correct utterances.

The individual drills included in the Grammar Drill sections are planned to provide a transition from choral drills to the less structured exercises in the reviews. These drills require only individual unreinforced response and are therefore mainly testing drills. Individual drills always follow several choral drills which have introduced and taught the pattern.

The final stages in drilling are the Rapid Response and the Situation Response sections in which individual students respond to questions from the instructor, and the Review Conversations, in which the student improvises brief conversations upon models given in the text. In Rapid Response the students answer in quick succession questions based on the previous conversation. In Situational Response, the situation of the conversation is recapitulated, and the students, taking the parts of various actors in the conversation, answer questions that might be asked in such a situation. The sample review conversations given in this book may be used both for testing comprehension and for conversation practice. Specific directions for altering these Review Conversations for the purpose of conversation practice are given in the first portion of the text. Later the student is left to his own ingenuity in changing them.

No review drills other than the Review Conversations have been provided. When a particular point of grammar has not been mastered the instructor should return to the appropriate drill as often as necessary. We would prefer that the instructor cover the material thoroughly, even at the expense of leaving part of the text unfinished, rather than gallop hastily and superficially through the book.

--June Rumery
August 1962

THE SOUNDS OF HINDI-URDU

Although learning a new language is often associated with reading rather than speaking, it is important to draw a clear distinction between the sounds of a language and the alphabet with which it is conventionally written. The sounds of a language are part of its basic structure, while the alphabet is simply a shorthand way of representing those sounds, and not always a completely consistent or faithful one. The English words "though" and "through," for instance, end in the same four letters, but they are not pronounced alike and they are obviously not spelled the way they sound. Moreover, it is possible for a single language to have more than one alphabet. Thus the same Hindi-Urdu word may be written either in the Devanagari alphabet derived from classical Sanskrit or in the Urdu script adapted from Arabic and Persian. The choice of script does not affect the pronunciation of the word.

In learning Hindi-Urdu the beginning student will have to master a number of new sounds. His ear must be trained to distinguish them, and his vocal cords to produce them, a task which requires close classroom supervision. Then, with a basic command of spoken Hindi-Urdu, he is ready to learn to read. This basic training in the spoken language is very important, for it is difficult to acquire a reading command of a language without some knowledge of the sounds represented by the letters. Learning an alphabet, on the other hand, requires practice in skills very different from those required for learning new sounds; and learning these skills -- visual discrimination of new written symbols and caligraphy practice -- need not be carried on primarily in the classroom, if the elements of the language are known.

This course therefore concentrates on oral presentation and practice at first. Conversations are introduced in the voice of a native speaker. In order to facilitate memorization and drill without resorting to the alphabet, we employ a special system of transcription in which the letters of the Roman alphabet represent the Hindi-Urdu sounds. After four to six weeks when the student has learned a sufficiently large stock of Hindi-Urdu expressions, he may study either the Devanagari or the Urdu alphabet, using at first the vocabulary he has already learned.

Here is a list of symbols used in our transcription:

Consonants

p	ph	t	th	T	Th	c	ch	k	kh	(ḳ)
b	bh	d	dh	D	Dh	j	jh	g	gh	
(f)		s,(z)		N		š		(g̣)	(ḳh)	h
		l,r		R	Rh					
	w					y				

Vowels

i	ii	u	uu
e	ee	o	oo
	ai		au
	a aa		

The chief features of Hindi pronunciation and the points at which it differs from English are illustrated below. Here we will present a few remarks concerning our transcription. We use an *h* after a consonant to indicate aspiration. Though written with two letters (*ph*, *bh*, *th*, *dh*), aspirate consonants function as single units in pronunciation. Capital letters indicate the so-called retroflex consonants (see below). Items in parentheses are sounds considered as typically Urdu by many Indians. Their pronunciation varies greatly, and many speakers use other Hindi equivalents instead (see below). The *N* is regularly pronounced as such in combination with other retroflex consonants (*ND*); but when it occurs at the end of a word or between vowels, it is considered a typically Hindi sound. Many speakers substitute a dental *n* in these cases. A dot under *ḳ*, *ḳh*, *g̣*, indicates the special "Urdu" pronunciation of these letters just as it does in the Devanagari alphabet. In informal conversation, *k*, *kh*, and *g* are often used in their place.

Double symbols (*ii*, *ee*, *aa*, *uu*, *oo*) indicate long vowels. These function as single units in pronunciation. The pronunciation of *ai* and *au* varies considerably; they are sometimes pronounced as single units, in other cases as combinations of two vowels, or diphthongs.

The consonants *y* and *w* are pronounced as in English when they appear at the beginning of a word. After vowels, in words such as *samay* 'time,' and between vowels, pronunciation varies. Our practice in transcribing has been to follow the Devanagari spelling whenever it presents a possible pronunciation. When it does not, we have used our own transcription. We suggest that the student follow the pronunciation of his instructor in these and all other sounds.

We are well aware that there are many variations in pronunciation, even in standard Hindi-Urdu. We do not expect complete agreement with our transcription practice, for agreement will only be reached through progress in standardization. This can only occur over a considerable period of time. Our collaborators in this text come from many parts of the Hindi-speaking area. Through their cooperation, we hope to have achieved a transcription acceptable to most.

In discussing the pronunciation of the above sounds it is important to emphasize that Hindi-Urdu discriminates among many types of sounds which are not kept distinct in English. We find, for example, two sets of Hindi-Urdu consonants, illustrated by k-kh, g-gh, one of which is aspirated (i.e. followed by strong breathing), another of which is unaspirated. In English, there is aspiration in words like "key" where the initial k is aspirated, but some English consonants -- for example g -- are never aspirated; furthermore, the presence or absence of aspiration does not change the meaning of the word. "Key" is readily understood even if the k is pronounced without the puff of air. In Hindi-Urdu the presence or absence of aspiration is an integral part of the structure of the word. Its presence or absence may change a word into another: Thus kaanaa means 'one-eyed' while khaanaa means 'food' or 'to eat.' girnaa means 'to fall' while ghirnaa means 'to be surrounded.' Some distinctions between sound types are common to both languages as for example that between voiced consonants (e.g., b, d, g,) and voiceless consonants (e.g., p, t, k). But there are many other important Hindi distinctions, such as that between nasalized and non-nazalized vowels, dental and retroflex consonants, which English does not share. These will present the main points of difficulty.

In order to bring out the characteristic features of Hindi pronunciation, our explanation will be organized around distinctive, or contrastive, sets of sounds. By spending an hour practicing the sounds as they are arranged below, just before beginning work on the pronunciation drills in Unit IA, the students will get an overall view of the system and a frame of reference for each sound as it comes up for practice during the course.

The following procedure is suggested. All five steps are to be followed with each group of pairs.

1) The instructor gives the pairs in the first group while the class listens.
2) He gives the pairs again. The class tries to imitate his pronunciation of each pair.
3) He gives the first member of each pair only. The class repeats.
4) He gives the second member only. The class repeats.
5) He gives the words in pairs again. The class repeats each pair.

Consonants

1. Aspirated and unaspirated

These sounds differ by the presence or absence of a puff of air after the initial consonant. h represents the puff of air.

ph - p	phaag - paag	bh - b	bhaag - baag
th - t	thaat - taat	dh - d	dhaam - daam
Th - T	ThaaT - TaaT	Dh - D	Dhaal - Daal
ch - c	chaap - caap	jh - j	jhaal - jaal
kh - k	khaan - kaan	gh - g	ghaan - gaan
		Rh - R	baRhaa - baRaa

2. Voiced and unvoiced

These sounds differ by the presence or absence of voicing, that is, vibration of the vocal cords. Those in the left column of each set are voiced; those in the right are unvoiced. The presence or absence of voicing can be detected by putting your hand on your throat while pronouncing z and s alternately. z is voiced, s is unvoiced.

b - p	baas - paas	bh - ph	bhaag - phaag
d - t	daal - taal	dh - th	dhaam - thaam
D - T	Daal - Taal	Dh - Th	Dhaal - Thaan
j - c	jaam - caam	jh - ch	jhan - chan
g - k	gaam - kaam	gh - kh	ghaam - khaan

3. Stop and fricative

In the production of the stops in the left column of each set, the current of air is completely stopped at some point, while in the production of the fricatives, or spirants, in the right column, the passage is constricted, leaving only a narrow aperture for the air current to squeeze through.

ph - f	saphal - safar	j - z	jaraa - zaraa
kh - ḳh	khaa - ḳhaas	g - g̣	garam - g̣alat

4. Labial and dental

The sounds in the left column of each set are pronounced with the lips, while those in the right column are pronounced with the tip of the tongue placed behind the upper teeth.

p - t	paak - taak	ph - th	phal - thal
b - d	baad - daad	bh - dh	bhuup - dhuup
m - n	maataa - naataa		
f - s	faakaa - saakaa		

5. Dental and retroflex

The retroflex consonants in the right column are pronounced with the tongue somewhat retracted and curved up and back, as it is for general American r.

t - T	tap - Tap	n - N	baan - baaN
th - Th	thap - Thap	r - R	naarii - naaRii
d - D	daal - Daal	l - R	bhaal - bhaaR
dh - Dh	dhak - Dhak		

6. Dental and palatal

For the palatal consonants on the right the articulator is the front of the tongue; the point of articulation is the hard palate directly above it.

t - c	taal - caal	th - ch	thaal - chaal
d - j	daal - jaal	dh - jh	dhar - jhar
s - š	saal - šaal		

7. Retroflex and palatal

See 5. and 6. above.

T - c	Taal - caal	Th - ch	Thaan - chaan
D - j	Daal - jaal	Dh - jh	Dhool - jhool

8. Palatal and velar

For the velar consonants on the right, the articulator is the back of the tongue; the point of articulation is the soft palate, or velum, in the back of the mouth.

c - k	cal - kal
j - g	jal - gal

9. Velar and post-velar

The post-velar ḳ differs from velar k in that it is produced further back in the mouth.

k - ḳ	kadam - ḳadam

10. Lateral and flap

In the production of the lateral l, the tip of the tongue touches back of the upper teeth and the air stream passes out on either side of the tongue. In the production of the flap r, the passing air current causes the tip of the tongue to vibrate against the back of the upper teeth one or more times.

l - r	laanaa - raanaa

11. Short and long consonants

The sounds in the right column are held longer and pronounced with more emphasis than those in the left column.

p - pp	Tapaa - Tappaa	ph - pph	phaphũũd - phupphus
t - tt	pataa - pattaa	th - tth	kathaa - katthaa
T - TT	paTaa - paTTaa	Th - TTh	miiThii - ciTThii
c - cc	bacaa - baccaa	ch - cch	puuchaa - acchaa
k - kk	pakaa - pakkaa	kh - kkh	rakhaa - makkhan
b - bb	cabaa - abbaa		
d - dd	gadaa - gaddaa		
j - jj	sajaa - sajjaa		
g - gg	lagaa - laggaa		
n - nn	panaa - pannaa		
m - mm	amaa - ammaa		
l - ll	balaa - ballaa		

Vowels

1. Short and long

The sounds in the right column are held longer than those in the left column.

i - ii	din - diin
a - aa	dan - daan
u - uu	dum - duum

2. Nasalized and unnasalized

The vowels in the left column are pronounced with the air stream coming out the nose. Those in the right column are pronounced with the air stream coming out the mouth.

ĩĩ - ii	kahĩĩ - kahii
ẽẽ - ee	kahẽẽ - kahee
ãĩ - ai	hãĩ - hai
ãã - aa	kahãã - kahaa
õõ - oo	hõõ - hoo
ãũ - au	ãũdhaa - autaa
ũũ - uu	karũũ - saruu

Sentence intonation

In Hindi as in English different sentences may have different types of intonation, or sentence melody. We have utilized punctuation marks to indicate the most important of these. A period indicates a fall in pitch at the end of a sentence. A question mark indicates a rise in pitch. A comma indicates either a slight rise in pitch, a pause or both, e.g.,

saahab aatee hãĩ.	The gentleman is coming.
saahab aatee hãĩ?	Is the gentleman coming?
saahab, aatee hãĩ.	Sir, they're coming.

Unit I Part A

Conversation

1 phal-waalee-see baat karnaa.
2 aliigaRh, baazaar-mẽẽ.

3 phal-waalaa: aaiyee saahab.
4 liijiyee.
5 santraa khaaiyee.
6 gaahak: keelee kaisee hãĩ.
7 phal-waalaa: acchee hãĩ.
8 bahut taazee hãĩ.
9 seeb bhii hãĩ saahab.

10 gaahak: yee kyaa hãĩ.
11 phal-waalaa: yee beer hãĩ.
12 liijiyee, eek seeb khaaiyee.
13 bahut miiThaa hai.

14 gaahak: woo kyaa hai.
15 phal-waalaa: papiitaa hai saahab.
16 gaahak: papiitee-kaa daam kyaa hai.
17 phal-waalaa: is-kaa daam eek aanaa hai.
18 gaahak: acchaa, doo papiitee deenaa.
19 pakkee deenaa.
20 phal-waalaa: santree bhii liijiyee.
21 gaahak: nahĩĩ, kaafii hai.

Procedure for using the conversation

While the conversation is being practiced in class, the students should be looking at the slides or at the instructor. Books are closed.

Introducing the total conversation

1. While the slides are shown, the instructor gives the dialog line by line in a natural conversational style. If two native speakers are available, they can present a real conversation.

2. The slides are shown again. The instructor gives each line of the conversation twice, pausing for the class to repeat.

3. The slides are shown a third time; the class repeats each line after the instructor, and then attempts to translate it. Some sentences will be recognized immediately. For some, it will be sufficient for the instructor to translate new vocabulary items. Students should be encouraged to make a guess at the meaning on the basis of the situation and context. The instructor then reads the correct translation of the whole sentence. Finally he gives the Hindi several times, pausing each time for the class to repeat.

Learning the sentences

Each conversation is divided into several short sections. In Unit 1A, these sections are lines 1-2, 3-9, 10-13, 14-21. These smaller units can now be memorized. The slides are not used; the students watch the instructor and mimic him closely.

1. The instructor gives the whole sentence several times and the class attempts to repeat. Then he gives it in short sections, building up from the end, word by word or phrase by phrase. Each buildup is given two or three times. As far as possible, each should be a complete sentence.

For example: papiitee-kaa daam kyaa hai.
hai.
kyaa hai.
daam kyaa hai.
papiitee-kaa daam kyaa hai.

The class repeats each line after the instructor several times.

2. After an acceptable pronunciation has been attained, the whole section is practiced as a dialog, first between the instructor and class, then between individual students.

It is suggested that the first class period be spent entirely on the conversation. After that, each period will usually include work on the conversation, pronunciation, and grammar sections.

When the pronunciation and grammar drills have been completed, the instructor checks the memorization of the conversation with or without the slides. Finally, the review conversations are practiced.

The Vocabulary and Translation of the Conversation is for study outside of class. The symbols below are used only when there is some ambiguity about the word in question. Thus, (m) is not used with marked masculine nouns ending in -aa. (f) is not used with marked feminine nouns ending in -ii. Symbols are also not used with adjectives that are recognizable from the translation. Postpositions are preceded by a hyphen.

m	masculine
f	feminine
m/f	masculine or feminine
sg	singular
pl	plural
part	particle
pro	pronoun
adj	adjective
adv	adverb
conj	conjunction
tr	transitive
intr	intransitive
-nee	-nee verb

Vocabulary and Translation of the Conversation

	phal-waalaa	A fruit-seller (m)
	gaahak	A customer (m/f)
	baat	conversation (f)
	karnaa	to make
	baat karnaa	to converse, conversing
	phal	fruit (m)
	phal-waalaa	fruit-seller
	phal-waalee-see	with a fruit-seller
1	phal-waalee-see baat karnaa.	Talking to a fruit-seller.
	aliigaRh	Aligarh (m)
	baazaar	market (m)
	baazaar-mẽẽ	in the market
2	aliigaRh, baazaar-mẽẽ.	Aligarh, in the market.
	saahab	sir, ma'am (m/f)
	aanaa	to come
	aaiyee	please come
3 P:	aaiyee saahab.	Please come here, sir.
	leenaa	to take
	liijiyee	please take
4 P:	liijiyee.	Please take some.
	santraa	orange
	khaanaa	to eat
	khaaiyee	please eat
5 P:	santraa khaaiyee.	Please have an orange.
	keelaa	banana
	keelee	bananas
	kaisaa	how (m sg)
	kaisee	how (m pl)
	hai	is
	hãĩ	are
	kaisaa hai.	how is it?
	kaisee hãĩ.	how are they?
6 G:	keelee kaisee hãĩ.	How are the bananas?

	acchaa	good (m sg)
	acchee	good (m pl)
7 P:	acchee hãĩ.	They're good.
	taazaa	fresh (m sg)
	taazee	fresh (m pl)
	bahut	very
8 P:	bahut taazee hãĩ.	They're very fresh.
	bhii	also (part)
	seeb	apple (m)
9 P:	seeb bhii hãĩ saahab.	There are apples too, sir.
	kyaa	what (pro)
	yee	this, these (pro)
10 G:	yee kyaa hãĩ.	What are these?
	beer	ber (m) (a kind of fruit)
11 P:	yee beer hãĩ.	These are bers.
	eek	one
12 P:	liijiyee, eek seeb khaaiyee.	Here, have an apple.
	miiThaa	sweet
13 P:	bahut miiThaa hai.	It's very sweet.
	woo	that, those (pro)
14 G:	woo kyaa hai.	What's that?
	papiitaa	papaya
15 P:	papiitaa hai saahab.	It's a papaya, sir.
	daam	price (m)
	papiitee-kaa daam	price of a papaya
16 G:	papiitee-kaa daam kyaa hai.	What's the price of a papaya?
	aanaa	anna (a unit of money)
	is-kaa	of this, its
	is-kaa daam	the price of this
17 P:	is-kaa daam eek aanaa hai.	Its price is one anna.
	deenaa	to give, give!
	papiitee	papayas
	doo	two
	acchaa	fine
18 G:	acchaa, doo papiitee deenaa.	O.K., give me two papayas.

	pakkaa	ripe (m sg)
	pakkee	ripe (m pl)
19 G:	pakkee deenaa.	Give me ripe ones.
	santree	oranges
20 P:	santree bhii liijiyee.	Take some oranges too.
	kaafii	enough (adj)
	nahĩĩ	no (part)
21 G:	nahĩĩ, kaafii hai.	No, that's enough.

Cultural Notes

Our first conversation takes place in Aligarh, well-known as the seat of Aligarh Muslim University. Aligarh is located in Uttar Pradesh between Delhi and Agra, about eighty miles south of Delhi, near the east bank of the Jumna River.

The atmosphere here is somewhat less cosmopolitan than Delhi, and Hindi and Urdu are much more widely used. Nevertheless, in the larger commercial establishments, most personnel will speak English. Hindi is necessary however only when one wishes to deal with smaller shopkeepers, such as the fruit-seller in the present conversation. Such merchants are accustomed to talking with villagers from the surrounding countryside who speak their own dialects, and whose control of Hindi may not be very good. The style of Hindi used in bazaar transactions, therefore, is a very simple one.

Bazaar conversations are quite informal. The use of the neutral request form, as in deenaa, which does not commit the speaker to being either overly polite or overly familiar, is typical. Westerners or other well-dressed persons, however, are most often addressed with the polite -iyee form.

Of the fruits mentioned, ber is not found in the United States. Its taste is something like that of a plum.

In the traditional Indian currency system, the rupee was divided into sixteen annas, and the anna into four pice. Since the currency reform of 1957, the rupee has been equal to 100 new pice. The term anna, however, continues to be used in informal conversations.

Note that the customer does not say "No, thank you," in refusing. The lack of a "Thank you" here is not considered impolite in India although it might be in European languages. "Thank you" is used only when somebody has done one a real favor.

Word Study

Classroom expressions. In this section we introduce a few additional Hindi phrases which will be used in class. They should be practiced until the pronunciation is learned. After that, since the instructor will use them constantly, very little special effort will be required to learn them.

namastee.	(a greeting which may be used when entering or leaving a room, meeting people or departing)
aap	you (pro)
sab	all (adj)
loog	people (m pl)
sab loog	everybody
phir	again (adv)
zoor-see	loudly (adv)
hindii	Hindi (f)
booliyee	please speak
aap booliyee.	Please speak.
sab loog booliyee.	Everyone speak, please.
phir booliyee.	Please say it again.
zoor-see booliyee.	Please speak loudly.
hindii booliyee.	Please speak Hindi.
Thiik	correct (adj)
nahĩĩ	not (part)
Thiik hai?	Is that right?
Thiik hai.	That's right.
Thiik nahĩĩ.	That's not right.
karnaa	to make
šuruu karnaa	to make (something) begin
šuruu kiijiyee	please begin.
aap šuruu kiijiyee.	Please begin.
bas	enough (part)
bas, Thiik hai.	All right, that's enough.
aap samjhee?	Do you understand?
samajh gayaa.	I understand. (said by a man)
samajh gaii.	I understand. (said by a woman)

Pronunciation Drills

Pronunciation drills are most effectively done if the students are not looking at the items as they repeat them. The instructor may relate the sounds to the written forms after, but not before, the students have mastered the pronunciation.

1. ai

This vowel is likely to cause an English speaker the most difficulty. It is pronounced differently in different parts of India. Some speakers pronounce it as a single sound, others as a diphthong. The class should imitate the pronunciation of the instructor.

A. Imitation drill

ai
bai
lai
nai
sai
šai
jai
gai
hai

aip
aib
aim
ain
ais
aiš
aij
aig
aik

As each new type of drill is introduced, its use will be illustrated step by step. Each step should be practiced as many times as is necessary.

Step 1: Listening
The instructor reads the drill while the class listens.

Step 2: Repetition: class
The instructor reads each item and the class repeats. This step is repeated as many times as the instructor thinks necessary.

Step 3: Repetition: individual
A different student repeats each item.

B. Imitation drill

(Notice that hai tends to fade when it is unstressed.)

kyaa hai.
seeb hai.
beer hai.
baat hai.
phal hai.
sab hai.
baazaar hai.

keelaa hai.
taazaa hai.
kaafii hai.
santraa hai.
acchaa hai.
pakkaa hai.
papiitaa hai.

C. Additive drill

The instructor gives the sentences in the first column in Drill B. The class adds yee and repeats the sentences.

Step 1: Repetition
Since the items are those in Drill B, this step is omitted for this drill.

Step 2: Reinforcement

Instructor	Class	Instructor	Class
kyaa hai.	yee kyaa hai.	yee kyaa hai.	yee kyaa hai.
seeb hai.	yee seeb hai.	yee seeb hai.	yee seeb hai.
beer hai.	yee beer hai.	yee beer hai.	yee beer hai.

Step 3: Production: class

Instructor	Class
kyaa hai.	yee kyaa hai.
seeb hai.	yee seeb hai.
beer hai.	yee beer hai.

Step 4: Production: individual

Instructor: kyaa hai.
1st Student: yee kyaa hai.

Instructor: seeb hai.
2nd Student: yee seeb hai.

Instructor: beer hai.
3rd Student: yee beer hai.

D. Additive drill

Repeat Drill C, adding woo instead of yee.

Instructor	Class
kyaa hai.	woo kyaa hai.

2. ãĩ

Although nasalization of vowels is not important in English, we do occasionally use it in certain utterances which do not have the status of words, e.g., huh? 'What did you say?' uh huh 'yes,' uh uh 'no.' The only difference between huh and the first part of the word hut is that the vowel of huh is nasalized while the vowel of the hut is not. The difference between nasalized and un-nasalized vowels is very important in Hindi-Urdu. Nasalization serves to distinguish the singular hai 'is' from the plural hãĩ 'are.'

Practice alternating huh and hu- of hut.

Practice alternating huh and hãĩ.

A. Imitation drill

ãĩ
bãĩ
lãĩ
nãĩ
sãĩ
šãĩ
jãĩ
gãĩ
hãĩ

ãĩp
ãĩb
ãĩm
ãĩn
ãĩs
ãĩš
ãĩj
ãĩg
ãĩh

B. Imitation drill

kyaa hãĩ.
seeb hãĩ.
beer hãĩ.
phal hãĩ.
sab hãĩ.

keelee hãĩ.
kaafii hãĩ.
taazee hãĩ.
santree hãĩ.
acchee hãĩ.
pakkee hãĩ.
baazaar hãĩ.
papiitee hãĩ.

C. Additive drill

The instructor gives the sentences in the first column in Drill B. The class adds *yee* and repeats the sentence.

D. Additive drill

Repeat Drill C, adding *woo* instead of *yee*.

3. *ai*-*ãĩ* contrasted

A. Response drill

You will hear a question, either *yee kyaa hai.* or *yee kyaa hãĩ.* Answer *yee seeb hai.* or *yee seeb hãĩ.* Response drills omit the imitation step of additive drills and begin with the reinforcement step.

Instructor: yee kyaa hai.
Class: yee seeb hai.

Instructor: yee kyaa hãĩ.
Class: yee seeb hãĩ.

B. Chain drill

All chain drills follow the individual production step of additive drills. The instructor begins with the example and the student gives the reply. This student in turn produces another utterance and the next student gives the reply -- and so on around the class.

Repeat Drill A as a chain drill with one student asking the question *yee kyaa hai.* or *yee kyaa hãĩ.* and the next student answering with *yee baazaar hai.* or *yee baazaar hãĩ.*

Instructor: yee kyaa hãĩ.
1st Student: yee baazaar hãĩ.

1st Student: yee kyaa hai.
2nd Student: yee baazaar hai.

Response drills omit the repetition step of production drills and begin with the reinforcement step.

4. aa and ee

The main difference between the Hindi ee of eek and the vowel of English ache is 1) the Hindi vowel is longer and 2) it does not have the i-diphthong of the English vowel. A Hindi speaker hears ache as a shortened version of eeiik. Hindi aa is similar to a lengthened form of the vowel in ah.

A. Imitation drill

Drills that have horizontal lines are practiced across as well as vertically.

Group 1

aa------	ee
baa	bee
maa	mee
naa	nee
laa	lee
saa	see
šaa	šee
jaa	jee
gaa	gee
haa	hee

Group 2

aab-----	eeb-----	aap-----	eep
aaz	eez	aas	ees
aan	een	aaš	eeš
aaj	eej	aac	eec
aag	eeg	aak	eek

B. Imitation drill

yee
seeb
beer
eek
baat
kyaa

aanaa
aanee
taazaa
taazee
keelaa
keelee
deenaa
deenee
leenaa
leenee

C. Buildup drill

taazee/keelee/leenaa.

eek/taazaa/keelaa/leenaa.

taazee/seeb/deenaa.

eek/taazaa/seeb/deenaa.

taazee/beer/deenaa.

eek/taazaa/beer/deenaa.

Buildup drills are done in the following manner:

Instructor	Class
taazee keelee leenaa.	taazee keelee leenaa.
taazee keelee leenaa.	taazee keelee leenaa.
leenaa.	leenaa.
leenaa.	leenaa.
keelee leenaa.	keelee leenaa.
keelee leenaa.	keelee leenaa.
taazee keelee leenaa.	taazee keelee leenaa.
taazee keelee leenaa.	taazee keelee leenaa.

5. aa-ee-ai-ãĩ contrasted

A. Buildup drill

baazaar/hãĩ.	yee/baazaar hai.
seeb/hãĩ.	yee/seeb hai.
keelee/hãĩ.	yee/keelaa hai.
beer/hãĩ.	yee/beer hai.
aanee/hãĩ.	yee/aanaa hai.
eek/baazaar hai.	yee/baazaar hãĩ.
eek/seeb hai.	yee/seeb hãĩ.
eek/keelaa hai.	yee/keelee hãĩ.
eek/beer hai.	yee/beer hãĩ.
eek/aanaa hai.	yee/aanee hãĩ.

6. p and k

Procedure

1. Hold your hand close to your mouth and pronounce the English words pea, pie, Poe, Pooh. Notice the puff of air, which we call aspiration.
2. Pronounce the words as if they were written sp---. Notice that the amount of aspiration is much less this time.
3. Pronounce the word spy slowly, pausing just before you pronounce the p. Notice how you pronounce the p without aspiration.
4. Pronounce the word spy without the s, keeping the p unaspirated. Check yourself with your hand. When your instructor accepts this, try the same procedure with the other words above. When you can pronounce these four words easily, practice the Hindi items: pee, pai, pai, paa.
5. Repeat steps 1 through 4 with k.

When p and k come at the end of syllables or words, they are pronounced almost exactly as they are in English.

A. Imitation drill

pee-----	kee	peepee-----	keekee
pai	kai	paipai	kaikai
paa	kaa	paapaa	kaakaa
pai	kai	paipai	kaikai
pee	kee	peepee	keekee

B. Imitation drill

pakkee
paisaa
paisee
papiitaa
papiitee
pakkaa

kyaa
kaafii
keelee
keelaa
kaisaa
kaisee
karnaa
kiijiyee

C. Buildup drill

yee/kyaa hai.

yee/keelaa hai.

yee/kaafii hai.

yee/kaafii hãĩ.

yee/papiitaa hai.

keelaa/kyaa hai.

keelaa/kaisaa hai.

keelee/kaisee hãĩ.

papiitaa/kyaa hai.

papiitaa/kaisaa hai.

7. ph and kh

Compare the following pairs of words as the instructor reads them:

pal	second	kaan	ear
phal	fruit	khaan	mine
paag	turban	kaanaa	one-eyed man
phaag	a celebration	khaanaa	to eat

Notice that aspiration in Hindi is stronger than it is in English.

A. Imitation drill

phaa-----khaa		phaaphaa-----khaakhaa	
phai	khai	phaiphai	khaikhai
phee	khee	pheephee	kheekhee
phai	khai	phaiphai	khaikhai
phaa	khaa	phaaphaa	khaakhaa

B. Imitation drill

phal
phir
phaag
phailee
phankaa

khaa
khaan
khaaj
khaaii
khooii
khaanaa
khaaiyee

C. Buildup drill

yee/phal hai.

yee/phal hãĩ.

yee/phal-waalaa hai.

yee/phal-waalee hãĩ.

phal/khaaiyee.

phal/khaanaa.

phir/khaaiyee.

phir/khaanaa.

8. p-ph, k-kh contrasted

A. Buildup drill

papiitaa/kyaa hai.
papiitaa/phal hai.
keelaa/kyaa hai.
keelaa/phal hai.
eek/keelaa/khaaiyee.
keelee/khaaiyee.
sab/phal/khaaiyee.
eek/papiitaa/khaaiyee.
phal/kaisaa hai.
papiitaa/kaisaa hai.
phal/kaisee hãĩ.
papiitee/kaisee hãĩ.
papiitaa/phir/khaaiyee.
keelaa/phir/khaaiyee.

9. Vowel length and rhythm

The rhythm of a Hindi sentence is determined mainly by the length of the vowels. For this reason, control of vowel length is essential.

A. Imitation drill:

1. seeb type

seeb
eek
beer
sair
jain
baat
saag
daam
loog
koos
duur
phuul
ciiz
biis

2. sab type

sab
kab
kam
kal
phal
pul
cup
kuch
us
un
in
is
pin
phir

B. Additive drill

1. add hai.

seeb
eek
baat
daam
kaam
pin
jin
sab
sac
seeb
sab
koos
kus
phuul
paag
pag
kaam
kam

2. add yee.

seeb hai.
eek hai.
cup hai.
phal hai.
daam hai.
pin hai.
sikh hai.
baag hai.
beer hai.

C. Imitation drill

1. baazaar type

baazaar
aacaar
aasaar
diiwaar
aasmaan
saamaan
jaapaan
maaluum
maasuum

2. bahut type

bahut
mahal
pahar
šahar
garam
baraf
bakas
nazar
namak

D. Additive drill

1. add hai.

baazaar
diiwaar
saamaan
maasuum
maaluum
bahut
mahal
garam
namak
nazar

baazaar
bahut
maaluum
mahal
saamaan
saman
baadaam
asar
jaapaan
jalaj

2. add woo.

baazaar hai.
diiwaar hai.
jalaj hai.
magar hai.
maasuum hai.
namak hai.
aasmaan hai.
saamaan hai.
jaapaan hai.
bakas hai.

E. Imitation drill

1. keelaa-santraa type

keelaa
leenaa
deenaa
kaisaa
paisaa
kaafii
khaanaa
taazaa
boolnaa

hindii
santraa
karnaa
sastaa
acchaa
pakkaa

2. saahab type

saahab
soohan
moohan
moohar
jookar
jaaman
uupar
suujan
baahar
baabul
baalam

F. Additive drill

1. add hai.

keelaa
santraa
khaanaa
karnaa
kaafii
saahab
soohan
baahar
baalam

keelaa
saahab
kaisaa
suujan
sastaa
soohan
paisaa
baalam
boolnaa

2. add yee.

keelaa hai.
moohan hai.
jookar hai.
santraa hai.
acchaa hai.
taazaa hai.
saahab hai.
jaaman hai.
hindii hai.

G. Imitation drill

1. *aaiyee* type

aaiyee.
jaaiyee.
laaiyee.
khaaiyee.
sooiyee.

2. *suniyee* type

suniyee.
miliyee.
baçiyee.
caliyee.
giniyee.
likhiyee.
rukiyee.
rakhiyee.

3. *booliyee* type

booliyee.
rookiyee.
jaaniyee.
beeciyee.
kheeliyee.
deekhiyee.
diijiyee.
liijiyee.
kiijiyee.
piijiyee.

4. *aaiyee*, *suniyee*, *booliyee* types alternated.

aaiyee.
suniyee.
booliyee.
jaaniyee.
jaaiyee.
caliyee.
rakhiyee.
khaaiyee.
kiijiyee.
liijiyee.
likhiyee.
laaiyee.

H. Additive drill

The instructor gives the items in Drill G and the class repeats adding *saahab*.

Instructor	*Class*
aaiyee.	aaiyee saahab.

Grammar Drills

1. Marked masculine nouns

Most but not all masculine nouns ending in -aa have -ee in the plural. We call these marked nouns.

santraa khaaiyee.
papiitaa hai.
santree bhii liijiyee.
doo papiitee deenaa.

A. Substitution drill: singular

Have an orange.

eek (santraa) khaaiyee.
keelaa
papiitaa

As with the pronunciation drills, each new drill type will be illustrated step by step. Each step should be practiced as many times as is necessary.

Step 1: Repetition

Instructor	Class
eek santraa khaaiyee.	eek santraa khaaiyee.
eek keelaa khaaiyee.	eek keelaa khaaiyee.
eek papiitaa khaaiyee.	eek papiitaa khaaiyee.

Step 2: Reinforcement

Instructor	Class
eek santraa khaaiyee.	eek santraa khaaiyee.
keelaa eek keelaa khaaiyee.	eek keelaa khaaiyee. eek keelaa khaaiyee.
papiitaa eek papiitaa khaaiyee.	eek papiitaa khaaiyee. eek papiitaa khaaiyee.

Step 3: Production: class

Instructor	Class
eek santraa khaaiyee.	eek santraa khaaiyee.
keelaa	eek keelaa khaaiyee.
papiitaa	eek papiitaa khaaiyee.

Step 4: Production: individual

Instructor: santraa
1st Student: eek santraa khaaiyee.

Instructor: keelaa
2nd Student: eek keelaa khaaiyee.

Instructor: papiitaa
3rd Student: eek papiitaa khaaiyee.

B. Substitution drill: plural

Have two oranges.

doo (santree) khaaiyee.
keelee
papiitee

C. Transformation drill: singular to plural

A few new marked masculine nouns have been introduced in this drill to emphasize that nearly all such nouns have -aa in the singular and -ee in the plural. They are not to be translated.

Instructor	Class
Take an orange.	Take two oranges.
eek keelaa liijiyee.	doo keelee liijiyee.
eek santraa liijiyee.	santree
eek aanaa liijiyee.	aanee
eek moozaa liijiyee.	moozee
eek papiitaa liijiyee.	papiitee
eek juutaa liijiyee.	juutee
eek taagaa liijiyee.	taagee
eek pyaalaa liijiyee.	pyaalee
eek paisaa liijiyee.	paisee
eek kamraa liijiyee.	kamree
eek lifaafaa liijiyee.	lifaafee
eek rupayaa liijiyee.	rupayee.

Step 1: Repetition

Instructor	Class
doo keelee liijiyee.	doo keelee liijiyee.
doo santree liijiyee.	doo santree liijiyee.
doo aanee liijiyee.	doo aanee liijiyee.

Step 2: Reinforcement

Instructor	Class
eek keelaa liijiyee.	doo keelee liijiyee.
doo keelee liijiyee.	doo keelee liijiyee.
eek santraa liijiyee.	doo santree liijiyee.
doo santree liijiyee.	doo santree liijiyee.
eek aanaa liijiyee.	doo aanee liijiyee.
doo aanee liijiyee.	doo aanee liijiyee.

Step 3: Production: class

Instructor	Class
eek keelaa liijiyee.	doo keelee liijiyee.
eek santraa liijiyee.	doo santree liijiyee.
eek aanaa liijiyee.	doo aanee liijiyee.

Step 4: Production: individual

Instructor: eek keelaa liijiyee.
1st Student: doo keelee liijiyee.

Instructor: eek santraa liijiyee.
2nd Student: doo santree liijiyee.

D. Transformation drill: plural to singular

Repeat Drill C in reverse.

Instructor	Class
doo keelee liijiyee.	eek keelaa liijiyee.

2. The auxiliary verb hai, hãĩ 'is, are'

hai 'is' and hãĩ 'are' are third person singular and plural forms of the irregular auxiliary verb.

woo kyaa hai.

papiitaa hai.

bahut miiThaa hai.

yee kyaa hãĩ.

yee beer hãĩ.

acchee hãĩ.

A. Substitution drill: singular

It's a papaya.

(papiitaa) hai.
keelaa
santraa
phal-waalaa

B. Substitution drill: plural

They're papayas.

(papiitee) hãĩ
keelee
santree
phal-waalee

C. Transformation drill: singular to plural

Instructor	Class
He's a fruit-seller.	They're fruit-sellers.
phal-waalaa hai.	phal-waalee hãĩ.
papiitaa hai.	papiitee hãĩ.
keelaa hai.	keelee hãĩ.
santraa hai.	santree hãĩ.

D. Transformation drill: plural to singular

Repeat Drill C in reverse.

Instructor	Class
phal-waalee hai.	phal-waalaa hai.

3. Unmarked masculine nouns.

Masculine nouns ending in consonants, or vowels other than -aa, have the same form in the singular and plural. We call them unmarked nouns.

seeb bhii hãĩ.
liijiyee, eek seeb khaaiyee.
yee beer hãĩ.

A. Double substitution drill: singular and plural

Take an apple.

(eek) (seeb) liijiyee.
beer
doo
seeb
eek

Step 1: Repetition

Instructor	Class
eek seeb liijiyee.	eek seeb liijiyee.
doo seeb liijiyee.	doo seeb liijiyee.
doo beer liijiyee.	doo beer liijiyee.

Step 2: Reinforcement

Instructor	Class
eek seeb liijiyee.	eek seeb liijiyee.
doo	doo seeb liijiyee.
doo seeb liijiyee.	doo seeb liijiyee.
beer	doo beer liijiyee.
doo beer liijiyee.	doo beer liijiyee.
eek	eek beer liijiyee.
eek beer liijiyee.	eek beer liijiyee.

Step 3: Production: class

Instructor	Class
eek seeb liijiyee.	eek seeb liijiyee.
doo	doo seeb liijiyee.
beer	doo beer liijiyee.

Step 4: Production: individual

Instructor: eek seeb
1st Student: eek seeb liijiyee.

Instructor: doo
2nd Student: doo seeb liijiyee.

B. Transformation drill: singular to plural

Instructor	Class
This is a ber.	These are ber.
yee eek beer hai.	yee doo beer hãĩ.
yee eek seeb hai.	seeb
yee eek phal hai.	phal
yee eek baazaar hai.	baazaar
yee eek gaahak hai.	gaahak

C. Transformation drill: plural to singular

Repeat Drill B in reverse.

D. Transformation drill: marked and unmarked nouns, singular to plural

Instructor	Class
That's a banana.	Those are bananas.
woo eek keelaa hai.	woo doo keelee hãĩ.
woo eek seeb hai.	seeb
woo eek papiitaa hai.	papiitee
woo eek gaahak hai.	gaahak
woo eek beer hai.	beer
woo eek santraa hai.	santree
woo eek phal hai.	phal
woo eek baazaar hai.	baazaar
woo eek phal-waalaa hai.	phal-waalee

E. Transformation drill: marked and unmarked nouns, plural to singular

Repeat Drill D in reverse.

4. Stressed kyaa

The interrogative pronoun kyaa 'what' usually occurs just before the verb. There is only one form for the singular and the plural.

woo kyaa hai.

woo kyaa hãĩ.

A. Transformation drill

Substitute kyaa for the noun.

Instructor	Class
This is a market.	What's this?
yee baazaar hai.	yee kyaa hai.
yee phal hai.	yee kyaa hai.
yee beer hai.	yee kyaa hai.
yee beer hãĩ.	yee kyaa hãĩ.
yee santree hãĩ.	yee kyaa hãĩ.
yee santraa hai.	yee kyaa hai.
woo keelaa hai.	woo kyaa hai.
yee santree hãĩ.	yee kyaa hãĩ.
woo seeb hai.	woo kyaa hai.
yee seeb hãĩ.	yee kyaa hãĩ.
woo papiitaa hai.	woo kyaa hai.
yee baazaar hai.	yee kyaa hai.

B. Individual chain drill

All chain drills follow the same procedure as step 4 in other drill types. The instructor always begins these drills, and the drill is continued around the class until the pattern is learned.

Use any of the questions and answers in Drill A.

Instructor:	woo kyaa hai.	What's that?
1st Student:	woo papiitaa hai.	That's a papaya.
1st Student:	yee kyaa hãĩ.	
2nd Student:	yee santree hãĩ.	

5. Verbal request forms

The polite request form ends in -iyee, and the neutral request form in -naa. These endings are added to the verbal roots.

root		polite request	neutral request
khaa	eat	khaaiyee	khaanaa
aa	come	aaiyee	aanaa
bool	speak	booliyee	boolnaa

Four verbs have a different pattern in the polite request form:

lee	take	liijiyee	leenaa
dee	give	diijiyee	deenaa
kar	make	kiijiyee	karnaa
pii	drink	piijiyee	piinaa

aaiyee saahab.

liijiyee, eek seeb khaaiyee.

hindii booliyee.

šuruu kiijiyee.

doo papiitee deenaa.

The polite request form is most frequently used when one wishes to convey respect, as when talking to a *saahab*, a customer, or a teacher. The neutral request form is slightly less formal and is employed towards service personnel, small shop keepers, taxi drivers, etc. One may use either polite or neutral forms towards one's equals, depending on how formal one wishes to be.

The -*naa* form is also the infinitive, the form in which the verb is usually cited.

5.1 The regular pattern

A. Transformation drill: neutral to polite

A few new verbs have been added here to emphasize that this is the pattern for all verbs except the four mentioned above.

Instructor	Class
Come	Please come.
aanaa.	aaiyee.
khaanaa.	khaaiyee.
jaanaa.	jaaiyee.
laanaa	laaiyee.
soonaa	sooiyee.
boolnaa.	booliyee.
kheelnaa.	kheeliyee.
rooknaa.	rookiyee.
milnaa.	miliyee.
calnaa.	caliyee.
sunnaa.	suniyee.
ruknaa.	rukiyee.
nikaalnaa.	nikaaliyee.

B. Transformation drill: polite to neutral

Repeat Drill A in reverse.

5.2 The pattern of *leenaa*, *deenaa*, *karnaa*

A. Transformation drill: neutral to polite

Instructor	Class
Take it.	Please take it.
leenaa.	liijiyee.
deenaa.	diijiyee.
karnaa.	kiijiyee.
šuruu karnaa.	šuruu kiijiyee.

B. Transformation drill: polite to neutral

Repeat Drill A in reverse.

Instructor	Class
liijiyee.	leenaa.

C. Transformation drill: neutral to polite

Instructor	Class
Have an apple.	Please have an apple.
eek seeb khaanaa.	eek seeb khaaiyee.
eek santraa leenaa.	eek santraa liijiyee.
eek papiitaa deenaa.	eek papiitaa diijiyee.
doo keelee deenaa.	doo keelee diijiyee.
doo beer leenaa.	doo beer liijiyee.
doo seeb khaanaa.	doo seeb khaaiyee.

D. Transformation drill: polite to neutral

Repeat Drill A in reverse.

Instructor	Class
eek seeb khaaiyee.	eek seeb khaanaa.

E. Substitution drill: polite

Here, won't you have an apple?

liijiyee, eek (seeb) khaaiyee.
beer
keelaa
santraa
papiitaa

F. Substitution drill: neutral

Come here and give me two apples.

aanaa, doo (seeb) deenaa.
santree
papiitee
beer
keelee

G. Transformation drill: neutral to polite

Instructor	Class
Come here and give me an apple.	Would you please come here and give me an apple?
aanaa, eek seeb deenaa.	aaiyee, eek seeb diijiyee.
aanaa, eek santraa deenaa.	aaiyee, eek santraa diijiyee.
aanaa, eek keelaa deenaa.	aaiyee, eek keelaa diijiyee.
leenaa, doo keelee khaanaa.	liijiyee, doo keelee khaaiyee.
leenaa, doo santree khaanaa.	liijiyee, doo santree khaaiyee.
leenaa, doo seeb khaanaa.	liijiyee, doo seeb khaaiyee.

6. Adjectives with masculine nouns

Marked adjectives end in *-aa* in the singular and *-ee* in the plural when referring to marked or unmarked masculine nouns. We call this relationship agreement. Adjectives not ending in *-aa*, such as *kaafii* 'enough,' have only one form for both singular and plural. We call them unmarked adjectives.

eek seeb khaaiyee. bahut *miiThaa* hai.
keelee *kaisee* hãĩ. *acchee* hãĩ. bahut *taazee* hãĩ.
nahĩĩ, *kaafii* hai.

A. Conversational response drill

gaahak	*phal-waalaa*
How are the bananas?	They're good.
keelee kaisee hãĩ.	acchee hãĩ.
keelaa kaisaa hai.	acchaa hai.
santraa kaisaa hai.	acchaa hai.
seeb kaisee hãĩ.	acchee hãĩ.
beer kaisaa hai.	acchaa hai.
papiitaa kaisaa hai.	acchaa hai.
santree kaisee hãĩ.	acchee hãĩ.
beer kaisee hãĩ.	acchee hãĩ.
phal kaisaa hai.	acchaa hai.
papiitee kaisee hãĩ.	acchee hãĩ.

Step 1: Repetition

Instructor	*Class*
acchee hãĩ.	acchee hãĩ.
acchaa hai.	acchaa hai.
acchaa hai.	acchaa hai.

Each response is practiced in the same way.

Step 2: Reinforcement

Instructor	*Class*
keelee kaisee hãĩ.	acchee hãĩ.
acchee hãĩ.	acchee hãĩ.
keelaa kaisaa hai.	acchaa hai.
acchaa hai.	acchaa hai.
santraa kaisaa hai.	acchaa hai.
acchaa hai.	acchaa hai.

Each sentence of the drill is practiced in the same way.

Step 3: Production: class

Instructor	*Class*
keelee kaisee hãĩ.	acchee hãĩ.
keelaa kaisaa hai.	acchaa hai.
santraa kaisaa hai.	acchaa hai.

Step 4: Production: individual

Instructor: keelee kaisee hãĩ.
1st Student: acchee hãĩ.

Instructor: keelaa kaisaa hai.
2nd Student: acchaa hai.

B. Conversational response drill

Repeat Drill A using bahut taazaa hai and bahut taazee hãĩ in the response.

C. Conversational response drill

Repeat Drill A in reverse, using bahut miiThaa hai and bahut miiThee hãĩ.

D. Substitution-agreement drill

(Underlining in substitution-agreement drills indicates the words which must agree.)

(keelee) kaisee hãĩ.
santraa
papiitee
santree
keelaa
papiitaa
keelee

E. Chain drill

A customer asks a fruit-seller about his fruit. The fruit-seller answers that they are very fresh, etc.

gaahak: beer kaisee hãĩ.
phal-waalaa: bahut miiThee hãĩ.

gaahak: phal kaisaa hai.
phal-waalaa: bahut acchaa hai.

F. Additive drill

The class repeats the sentence of the instructor, adding bahut miiThaa hai or bahut miiThee hãĩ.

Instructor	Class
Have an apple.	Have an apple. It's very sweet.
eek seeb khaaiyee.	eek seeb khaaiyee. bahut miiThaa hai.
santraa liijiyee.	santraa liijiyee. bahut miiThaa hai.
keelee liijiyee.	keelee liijiyee. bahut miiThee hãĩ.
eek beer khaaiyee.	eek beer khaaiyee. bahut miiThaa hai.
papiitaa liijiyee.	papiitaa liijiyee. bahut miiThaa hai.
santree liijiyee.	santree liijiyee. bahut miiThee hãĩ.
eek seeb khaaiyee.	eek seeb khaaiyee. bahut miiThaa hai.
keelee liijiyee.	keelee liijiyee. bahut miiThee hãĩ.

Step 1: Repetition

Instructor	Class
eek seeb khaaiyee. bahut miiThaa hai.	eek seeb khaaiyee. bahut miiThaa hai.
santraa liijiyee. bahut miiThaa hai.	santraa liijiyee. bahut miiThaa hai.
keelee liijiyee. bahut miiThee hãĩ.	keelee liijiyee. bahut miiThee hãĩ.

2 OF 4

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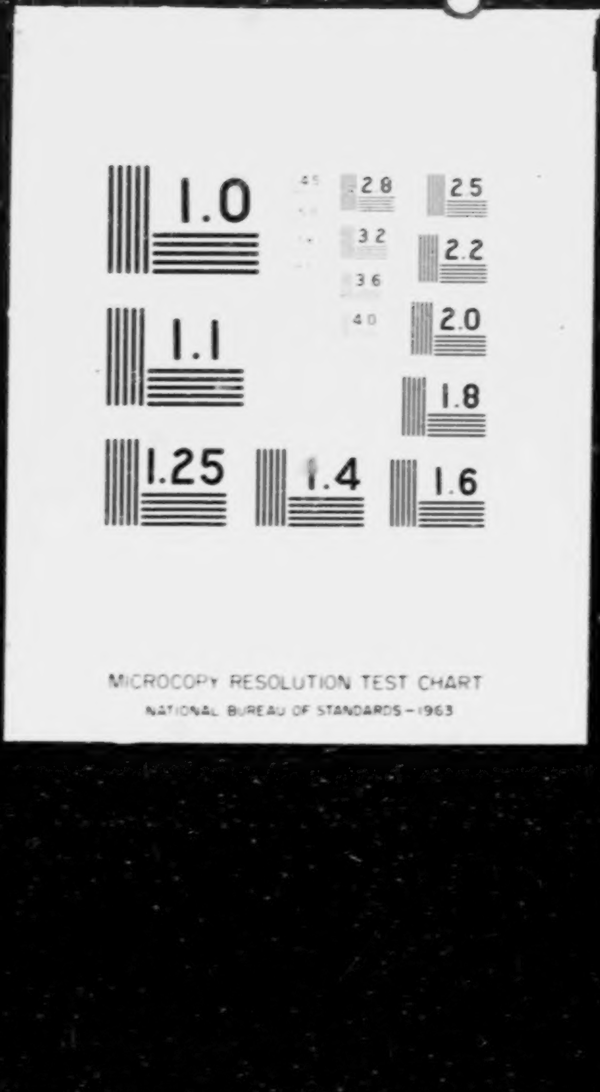
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Step 2: Reinforcement

Instructor	Class
eek seeb khaaiyee.	eek seeb khaaiyee. bahut miiThaa hai.
eek seeb khaaiyee. bahut miiThaa hai.	eek seeb khaaiyee. bahut miiThaa hai.
santraa liijiyee.	santraa liijiyee. bahut miiThaa hai.
santraa liijiyee. bahut miiThaa hai.	santraa liijiyee. bahut miiThaa hai.

Step 3: Production: class

Instructor	Class
eek seeb khaaiyee.	eek seeb khaaiyee. bahut miiThaa hai.
santraa liijiyee.	santraa liijiyee. bahut miiThaa hai.
keelee liijiyee.	keelee liijiyee. bahut miiThee hãĩ.

Step 4: Production: individual

Instructor: eek seeb khaaiyee.
1st Student: eek seeb khaaiyee. bahut miiThaa hai.

Instructor: santraa liijiyee.
2nd Student: santraa liijiyee. bahut miiThaa hai.

G. Additive drill

The class repeats the sentence of the instructor, adding bahut acchaa hai or bahut acchee hãĩ.

Instructor	Class
These are papayas.	These are papayas. They're very good.
yee papiitee hãĩ.	yee papiitee hãĩ. bahut acchee hãĩ.
yee seeb hai.	yee seeb hai. bahut acchaa hai.
yee seeb hãĩ.	yee seeb hãĩ. bahut acchee hãĩ.
yee santraa hai.	yee santraa hai. bahut acchaa hai.
yee keelaa hai.	yee keelaa hai. bahut acchaa hai.
yee papiitee hãĩ.	yee papiitee hãĩ. bahut acchee hãĩ.
yee beer hãĩ.	yee beer hãĩ. bahut acchee hãĩ.
yee seeb hai.	yee seeb hai. bahut acchaa hai.

7. Adjectives used as nouns.

Any adjective can be used as a noun. It agrees with the noun it refers to.

acchaa, doo papiitee deenaa. pakkee deenaa.

A. Substitution drill: masculine plural

Give me ripe ones.

(pakkee) deenaa.
acchee
taazee
miiThee
kaafii

B. Conversational response drill: masculine singular and plural

phal-waalaa	gaahak
They're ripe.	O.K. Give me ripe ones.
pakkee hãĩ.	acchaa, pakkee deenaa.
acchee hãĩ.	acchee
taazee hãĩ.	taazee
miiThee hãĩ.	miiThee
miiThaa hai.	miiThaa
taazaa hai.	taazaa
acchaa hai.	acchaa
pakkaa hai.	pakkaa

C. Additive drill

gaahak	gaahak	
Give me two papayas.	Give me two papayas.	Give me fresh ones.
doo papiitee deenaa.	doo papiitee deenaa.	pakkee deenaa.
eek papiitaa deenaa.		pakkaa
eek santraa deenaa.		pakkaa
doo seeb deenaa.		pakkee
eek keelaa deenaa.		pakkaa
doo keelee deenaa.		pakkee
eek seeb deenaa.		pakkaa
doo santree deenaa.		pakkee

D. Individual chain drill

Customer: What's that?
Fruit-seller: It's a papaya, sir.
Customer: O.K. Give me two papayas. Give me fresh ones.

gaahak: woo kyaa hai.
phal-waalaa: papiitaa hai saahab.
gaahak: acchaa, doo papiitee deenaa. pakkee deenaa.

gaahak: yee kyaa hãĩ.
phal-waalaa: seeb hãĩ saahab.
gaahak: acchaa, eek seeb deenaa. miiThaa deenaa.

Review Conversations

1. A: yee kyaa hãĩ.

   B: santree hãĩ.

   A: kaisee hãĩ.

   B: bahut miiThee hãĩ.

   Substitutions: keelaa, acchaa, papiitee, pakkee

2. A: aaiyee saahab. papiitee liijiyee.

   B: pakkee hãĩ?

   A: bahut pakkee hãĩ saahab.

   B: acchaa, doo papiitee deenaa.

   Substitutions: keelaa, beer, santraa

3. A: yee keelee kaisee hãĩ.

   B: miiThee hãĩ. samjhee?

   A: nahĩĩ, phir booliyee.

   B: miiThee hãĩ, bahut miiThee.

   A: acchaa, doo deenaa.

   Substitutions: beer, santree, papiitee

Procedure for using the review conversations

Step 1: Before the class has looked at a conversation, the instructor reads it in as natural a manner as possible, looking to the left for one role and to the right for another.

Step 2: The instructor rereads the conversation two or three times, with half of the class repeating one role and the other half repeating the other role.

Step 3: The two halves of the class exchange roles and Step 2 is repeated.

Step 4: The conversation is repeated as a dialog between the instructor, who takes the first part, and the class.

Step 5: The class takes the first part and Step 4 is repeated.

Step 6: Individual students give the conversation in pairs.

Step 7: Substitutions. Individual students give the conversation with substitutions, making whatever changes may be necessary in the rest of the conversation.

Review Conversations are designed to lead into free conversation within the limits of the student's vocabulary and the grammatical patterns he has learned.

Examples:

1st Student: yee kyaa hai.
2nd Student: keelaa hai.
1st Student: kaisaa hai.
2nd Student: bahut miiThaa hai.

3rd Student: yee kyaa hai.
4th Student: keelaa hai.
3rd Student: kaisaa hai.
4th Student: bahut acchaa hai.

5th Student: yee kyaa hãĩ.
6th Student: yee papiitee hãĩ.
5th Student: kaisee hãĩ.
6th Student: bahut acchee hãĩ.

Unit I Part B

Conversation

1 miThaaii-kii dukaan.
2 mathuraa, šahar-mẽẽ.

3 gaahak: yee kyaa hãĩ.
4 miThaaii-waalaa: yee peeRee hãĩ.
5 bahut acchee hãĩ, aur sastee bhii.
6 gaahak: aur woo chooTii miThaaiyãã?
7 miThaaii-waalaa: khurcan hai, bahut acchii hai.

8 gaahak: kyaa rasgullee hãĩ?
9 miThaaii-waalaa: jii nahĩĩ, rasgullee too aaj nahĩĩ hãĩ.
10 daahinee haath-par miltee hãĩ.
11 gaahak: aur rooTii kahãã miltii hai.
12 miThaaii-waalaa: mujhee maaluum nahĩĩ.
13 udhar bahut dukaanẽẽ hãĩ.

14 gaahak: suniyee, kyaa yee peeRee taazee hãĩ?
15 miThaaii-waalaa: jii hãã, sab miThaaiyãã taazii hãĩ.
16 gaahak: acchaa, too eek seer deenaa.
17 miThaaii-waalaa: peeRee yaa khurcan saahab.
18 gaahak: doonõõ. peeRee deenaa, aur khurcan bhii.

19 gaahak: kitnaa paisaa huaa.
20 miThaaii-waalaa: tiin rupaee.
21 gaahak: Thiik hai?
22 miThaaii-waalaa: nahĩĩ. doo nahĩĩ. tiin rupaee diijiyee.
23 gaahak: acchaa. samajh gayaa.
24 miThaaii-waalaa: phir aaiyee.
25 aap-kii dukaan hai.

Vocabulary and Translation of the Conversation

gaahak: A customer (m/f)
miThaaii-waalaa: A sweet-seller (m)

	dukaan	shop, stand (f)
	miThaaii	candy, sweet
	miThaaii-kaa	of sweet (adj)
1	miThaaii-kii dukaan.	A sweet-shop.
	mathuraa	Mathura (m)
	šahar	city (m)
	šahar-mẽẽ	in the city
2	mathuraa, šahar-mẽẽ.	Mathura, in the city.
3 G:	yee kyaa hãĩ.	What are these?
	peeRaa	pera (a kind of candy)
4 M:	yee peeRee hãĩ.	They're peras.
	aur	and (conj)
	sastaa	inexpensive, cheap
5 M:	bahut acchee hãĩ, aur sastee bhii.	They're very good, and cheap, too.
	miThaaiyãã	sweets
	chooTaa	small
	chooTii miThaaiyãã	small sweets
6 G:	aur woo chooTii miThaaiyãã?	And those little sweets?
	khurcan	khurcan (f) (a kind of candy)
	acchii hai	it is good
7 M:	khurcan hai, bahut acchii hai.	It's khurcan. It's very good.
	kyaa	question marker
	rasgullaa	rasgulla
8 G:	kyaa rasgullee hãĩ?	Are there any rasgullas?
	jii	(honorific particle)
	jii nahĩĩ	no, sir
	too	(emphatic particle)
	aaj	today (adv)
	nahĩĩ hãĩ	are not
9 M:	jii nahĩĩ, rasgullee too aaj nahĩĩ hãĩ.	No, sir, there aren't any rasgullas today.

	daahinaa	right (adj)
	haath	hand (m)
	daahinee haath-par	on the right hand
	miltaa hai	is available (m sg)
	miltee hãĩ	are available (m pl)
10 M:	daahinee haath-par miltee hãĩ.	You can get them to the right.
	rooTii	roti, chapati (a kind of flat round bread)
	kahãã	where (adv)
	miltii hai	is available (f sg)
11 G:	aur rooTii kahãã miltii hai.	And where can one get roti?
	mujhee	to me
	maaluum	known (adj)
	mujhee maaluum hai	to me is known
12 M:	mujhee maaluum nahĩĩ.	I don't know.
	udhar	in that direction (adv)
	dukaanẽẽ	shops
13 M:	udhar bahut dukaanẽẽ hãĩ.	There are a lot of shops over there.
	sunnaa	to listen
14 G:	suniyee, kyaa yee peeRee taazee hãĩ?	Listen, are these peras fresh?
	taazii	fresh
	hãã	yes
	jii hãã	yes (polite)
	sab	all (adj)
15 M:	jii hãã, sab miThaaiyãã taazii hãĩ.	Yes, sir, all the sweets are fresh.
	seer	seer (m) (a unit of weight)
	acchaa	O.K. (adv)
	too	then (conj)
16 G:	acchaa, too eek seer deenaa.	All right then, give me a seer.
	yee	or (conj)
17 M:	peeRee yaa khurcan saahab.	Peras or khurcan, sir?
	doonõõ	both (adj)
18 G:	doonõõ. peeRee deenaa, aur khurcan bhii.	Both. Give me peras and khurcan too.

	kitnaa	how much (adj)
	paisaa	money; a coin
	kitnaa paisaa	how much money
	huaa	has become (past participle)
19 G:	kitnaa paisaa huaa.	How much is it?
	rupayaa	rupee (a unit of money)
	tiin	three
20 M:	tiin rupaee.	Three rupees.
21 G:	Thiik hai?	Is that right?
	doo nahĩĩ	not two
22 M:	nahĩĩ. doo nahĩĩ. tiin rupaee diijiyee.	No, not two. Give me three rupees.
23 G:	acchaa. samajh gayaa.	Oh, I understand.
	phir	again (adv)
24 M:	phir aaiyee.	Please come again.
	aap-kaa	your (adj)
	aap-kii dukaan	your shop
25 M:	aap-kii dukaan hai.	This is your shop.

Cultural Notes

The ancient city of Mathura is located on the banks of the Jumna about 90 miles south of Delhi and 30 miles north of Agra. Hindus know it as the mythological birthplace of the Lord Krishna. Its suburb Brindaban is the location of the fabled forest where Krishna is said to have sported with the milk-maids. It serves as a favorite place of pilgrimage for people from all over the country.

Sweets such as those mentioned are popular both as food and as temple offerings. None of the items introduced here are familiar to Americans. They are made of sweetened milk solids, cooked or fried and spiced. Their nearest equivalent is perhaps nougat candy. Each region of India has its favorite sweets. Mathura is famous for peras and khurcan. Rasgullas are a specialty of Bengal.

Note that both this and the previous conversation contain little in the way of preliminary greetings and politeness formulas. This is characteristic of bazaar situations. In order to greet someone properly one should know something about him -- his religion, his family background. In impersonal transactions, formal greetings are not expected.

Word Study

1. Classroom expressions.

meez	table	(f)
kitaab	book	(f)
pensil	pencil	(f)
zamiin	ground, land	(f)
makaan	building	(m)
dukaandaar	shopkeeper	(m)

dhiiree	slowly (adv)
jaldii	hurry
dhiiree booliyee.	Please speak slowly.
jaldii booliyee.	Please speak fast.
dohraaiyee.	Please repeat.

2. Numbers.

eek	one	chah	six
doo	two	saat	seven
tiin	three	aaTh	eight
caar	four	nau	nine
pããc	five	das	ten

Drill: The instructor holds up fingers and the class responds with the number.

3. Related pairs

chooTii	small	acchaa	good	pakkee	ripe
baRii	large	ḳharaab	bad	kaccee	unripe

aur woo chooTii miThaaiyãã?	And those small sweets?
aur woo baRii miThaaiyãã?	And those large sweets?
bahut acchee hãĩ.	They are very good.
bahut ḳharaab hãĩ.	They are very bad.
pakkee deenaa.	Give me ripe ones.
kaccee deenaa.	Give me unripe ones.

pakkaa/kaccaa have a wide range of meanings, including such pairs of opposites as 'ripe/unripe,' 'right/inappropriate,' 'ready/incomplete,' 'finished/unfinished.'

Such pairs of vocabulary items as the above are to be practiced as follows:

Step 1: The class repeats the pairs of sentences after the instructor.

Step 2: The instructor gives the sentence with the new word and the class gives the sentence with the old word.

Step 3: The instructor gives the sentence with the old word and the class gives the sentence with the new word.

Pronunciation Drills

1. ãã, ẽẽ, ĩĩ

These are the nasalized counterparts of aa, ee, ii. Compare the following pairs of words as the instructor reads them.

kahaa	said (m sg)	kahee	said (m pl)	kahii	said (f sg)
kahãã	where	kahẽẽ	let's say	kahĩĩ	said (f pl)

A. Imitation drill

hãĩ----hãã----hãĩ----hẽẽ----hĩĩ
sãĩ sãã sãĩ sẽẽ sĩĩ
šãĩ šãã šãĩ šẽẽ šĩĩ
jãĩ jãã jãĩ jẽẽ jĩĩ
gãĩ gãã gãĩ gẽẽ gĩĩ

B. Imitation drill

hãĩ-----hãã-----hãĩ-----hẽẽ-----hĩĩ
khãĩ khãã khãĩ khẽẽ khĩĩ
kãĩ kãã kãĩ kẽẽ kĩĩ
pãĩ pãã pãĩ pẽẽ pĩĩ
phãĩ phãã phãĩ phẽẽ phĩĩ

C. Imitation drill

yahãã
wahãã
kahãã

kursiyãã
bastiyãã
arziyãã

baatẽẽ
meezẽẽ
kiilẽẽ

blaauzẽẽ
dukaanẽẽ
masjidẽẽ

nahĩĩ
sunĩĩ
likhĩĩ

bulaaĩĩ
dikhaaĩĩ
nikaalĩĩ

D. Additive drill

Add -ẽẽ.

Instructor: jaa
Class: jaaẽẽ

laa
soo
khaa
kheel
beec
siikh
bool

cal
ban
bik
likh
gin
mil
sun

E. Additive drill

Repeat Drill D, adding -ĩĩ.

Instructor: jaa
Class: jaaĩĩ

F. Buildup drill

kyaa/yee/seeb hãĩ?
kyaa/yee/meezẽẽ hãĩ?
kyaa/yee/pensilẽẽ hãĩ?

jii hãã.
jii hãã,/seeb hãĩ.
jii hãã,/meezẽẽ hãĩ.
jii hãã,/pensilẽẽ hãĩ.

jii nahĩĩ.
jii nahĩĩ,/seeb nahĩĩ.
jii nahĩĩ,/meezẽẽ nahĩĩ.
jii nahĩĩ,/pensilẽẽ nahĩĩ.

2. aa-ãã, ai-ãĩ, ee-ẽẽ, ii-ĩĩ contrasted.

A. Imitation drill

Practice in pairs.

Instructor: haa hãã
Class: haa hãã

haa--hãã		kii--kĩĩ		pãã--paa	
hãã	hãĩ	kĩĩ	kẽẽ	paa	pai
hãĩ	hai	kẽẽ	kee	pai	pãĩ
hai	hee	kee	kai	pãĩ	pẽẽ
hee	hẽẽ	kai	kãĩ	pẽẽ	pee
hẽẽ	hĩĩ	kãĩ	kãã	pee	pii
hĩĩ	hii	kãã	kaa	pii	pĩĩ

B. Imitation drill

Practice in pairs.

Instructor: aaee aaẽẽ
Class: aaee aaẽẽ

aaee	aaẽẽ	aaii	aaĩĩ
jaaee	jaaẽẽ	khaaii	khaaĩĩ
khaaee	khaaẽẽ	kheelii	kheelĩĩ
kheelee	kheelẽẽ	siikhii	siikhĩĩ
siikhee	siikhẽẽ	boolii	boolĩĩ
calee	calẽẽ	calii	calĩĩ
banee	banẽẽ	banii	banĩĩ
sunee	sunẽẽ	sunii	sunĩĩ
milee	milẽẽ	milii	milĩĩ
likhee	likhẽẽ	likhii	likhĩĩ

C. Response drill: ee-ẽẽ, ii-ĩĩ

If the instructor gives the unnasalized form, the class gives the nasalized form; if the instructor gives the nasalized form, the class gives the unnasalized form.

Instructor: aaee
Class: aaẽẽ
Instructor: jaaẽẽ
Class: jaaee

1	2	3	4
laaee	gaaĩĩ	aaee	gaaĩĩ
khaaẽẽ	sunii	khaaii	khaaee
sooẽẽ	banii	kheelĩĩ	likhii
kheelee	kahĩĩ	siikhĩĩ	sunii
siikhẽẽ	likhii	sooee	boolẽẽ
likhẽẽ	siikhĩĩ	sunĩĩ	kahĩĩ
kahee	kheelii	banẽẽ	aaee
banee	khaaĩĩ	gaaee	gaaii
sunee	aaii	kahii	kheelee
calẽẽ	sooii	milẽẽ	siikhẽẽ

D. Response drill: -ee, -ẽẽ

If the item before hãĩ ends in -ee, the class responds acchee hãĩ. If the item ends in -ẽẽ, the response is acchii hãĩ.

Instructor: keelee hãĩ.
Class: acchee hãĩ.
Instructor: kiilẽẽ hãĩ.
Class: acchii hãĩ.

saRkẽẽ hãĩ.
peeRee hãĩ.
darwaazee hãĩ.
ḳamiizẽẽ hãĩ.
rasgullee hãĩ.
jhuulee hãĩ.
pensilẽẽ hãĩ.
diiwaarẽẽ hãĩ.
banduukẽẽ hãĩ.

ciizẽẽ hãĩ.
moozee hãĩ.
ghanTee hãĩ.
rupaee hãĩ.
kitaabẽẽ hãĩ.
khilaunee hãĩ.
tasbiirẽẽ hãĩ.
blaauzẽẽ hãĩ.
jhoopRee hãĩ.

3. T

This is the first retroflex sound to be introduced. Retroflex means that the tip of the tongue is raised and bent back. Specifically for T it means that the tip of the tongue touches the roof of the mouth a little farther back than it does for English t. Like Hindi p and k, T is unaspirated.

A. Imitation drill

iiTaa-----uuTaa-----ooTaa
iiTee uuTee ooTee
iiTii uuTii ooTii

B. Imitation drill

looTii-----khooTii-----chooTii
looTee khooTee chooTee
looTaa khooTaa chooTaa

C. Additive drill

Add yee.

Instructor: khooTaa hai?
Class: yee khooTaa hai?

khooTii hai?
khooTii hãĩ?
khooTee hãĩ?

chooTaa hai?
chooTii hai?
chooTee hãĩ?

D. Additive drill

Repeat Drill B, adding woo.

Instructor: khooTaa hai?
Class: woo khooTaa hai?

4. Th

This sound is the aspirated counterpart of T. Compare the following pairs of words as the instructor reads them:

Tiik	ornament	kaaTaa	bite
Thiik	correct	kaaThaa	wood
Took	meddle!	kooTaa	quote
Thook	beat!	kooThaa	second floor

A. Imitation drill

Thiik
Theek
Thaik
Thaak
Thook
Thuuk

iiThaa
eeThaa
aiThaa
aaThaa
ooThaa
uuThaa

iThii
iThee
iThai
iThaa
iThoo
iThuu

B. Imitation drill

miiThii
miiThee
miiThaa

baiThaa
baiThee
baiThii

miThaaii
uThaaii
uThaaĩĩ
uThaaẽẽ
uThaaee
uThaaoo

C. Additive drill

Add kyaa.

Instructor: miiThaa hai?
Class: kyaa miiThaa hai?

yee miiThaa hai?
miiThii hai?
yee miiThii hai?
miiThii hãĩ?
yee miiThii hãĩ?
miiThee hãĩ?
yee miiThee hãĩ?

miThaaii hai?
yee miThaaii hai?
miThaaiyãã hãĩ?
yee miThaaiyãã hãĩ?
miThaaii miiThii hai?
yee miThaaii miiThii hai?
miThaaiyãã miiThii hãĩ?
yee miThaaiyãã miiThii hãĩ?

5. t

Compare the following pairs of words as the instructor reads them:

tiin	three	kaat	spin thread!
Tiin	tin	kaaT	cut!
tab	then	kaatnaa	to spin thread
Tab	bathtub	kaaTnaa	to cut

Notice that neither of these sounds is like English t which is pronounced with the tip of the tongue touching the toothridge. Hindi t, on the other hand, is pronounced with the tongue touching the teeth, while Hindi T is pronounced with the tongue bent slightly back and touching the roof of the mouth. These two Hindi t's are therefore called 'retroflex' and 'dental' respectively. These names should be used in referring to them so that there is never any confusion as to which is meant.

A. Imitation drill

tii
tee
tai
taa
too
tuu

tii
tĩĩ
tee
tẽẽ
taa
tãã

siit
seet
saat
sããt
sẽẽt
sĩĩt

atii
atee
ataa
atãã
atẽẽ
atĩĩ

kaatii
kaatee
kaatai
kaataa
kaatoo
kaatuu

B. Imitation drill

tiin
teez
taak

baat
goot
kuut

taazaa
taazee
taazii

sastaa
sastee
sastii

kaatnaa
kaatnee
kaatnii

kitnii
kitnee
kitnaa

papiitaa
papiitee
namastee

bataatii
bataatee
bataataa

C. Buildup drill

santraa/taazaa hai.
papiitaa/taazaa hai.
santraa/bahut taazaa hai.
papiitaa/bahut taazaa hai.

kitnee/papiitee/taazee hãĩ.
kitnee/santree/taazee hãĩ.
yee/tiin/papiitee/bahut taazee hãĩ.
yee/tiin/santree/bahut taazee hãĩ.

6. r

English r is very different from Hindi r, but in some American dialects there is a sound that is similar to it -- the d in the word ladder. This sound can be used as a starting place in learning Hindi r.

Hindi r is produced by flapping the tip of the tongue against the toothridge, that is, just back of the upper teeth.

A. Imitation drill

naaraa
naaree
naarii
saarii
saaree
saaraa

maraa
maree
marii
marĩĩ
marẽẽ
maroo

gooraa
gooree
goorii
koorii
kooree
kooraa

giraa
giree
girii
girĩĩ
girẽẽ
giroo

tairaa
tairee
tairii
tairĩĩ
tairẽẽ
tairoo

phiraa
phiree
phirii
phirĩĩ
phirẽẽ
phiroo

B. Imitation drill

raam
raaj
rooz
ruum
riis

sir
sar
šar
gur
gir

raajaa
raanii
roonaa
rikšaa
ruknaa

beer
seer
caar
aur
zoor

biir
beer
bair
sair
seer
giir

kar
par
phir
gir

C. Additive drill

Add phir.

Instructor: aaiyee.
Class: phir aaiyee.

aaiyee.
jaaiyee.
laaiyee.
khaaiyee.
sooiyee.

booliyee.
rookiyee.
kheeliyee.
diijiyee.
liijiyee.

suniyee.
caliyee.
giniyee.
likhiyee.
rakhiyee.

D. Additive drill

Add caar . . . hãĩ.

Instructor: beer
Class: caar beer hãĩ.

beer
seer
aur
baazaar
dukaandaar

rasgullee
rupaee
rooTiyãã
santree

7. R

This retroflex sound is produced by bending the tip of the tongue up and back and then quickly flapping the underside of the tongue against the roof of the mouth just back of the toothridge. Compare the following words as the instructor reads them:

saarii	all	gaRnaa	calculation	khaarii	salty
saaRii	sari	galnaa	to melt	khaaRii	bay
kooraa	new	kaRaa	hard	gur	formula
kooRaa	a whip	kalaa	art	guR	molasses
				gul	flower

A. Imitation drill

peeRaa	kooRaa	baRaa	laRaa
peeRee	kooRee	baRee	laRee
peeRii	kooRii	baRii	laRii

B. Buildup drill

kyaa/peeRaa hai?	jii hãã/peeRaa hai.
kyaa/peeRee hãĩ?	jii hãã,/peeRee hãĩ.
kyaa/baRaa hai?	jii nahĩĩ,/baRaa nahĩĩ.
kyaa/baRee hãĩ?	jii nahĩĩ,/baRee nahĩĩ.
kyaa/peeRee/baRee hãĩ?	jii hãã,/peeRee/baRee hãĩ.
kyaa yee/peeRaa/baRaa hai?	jii nahĩĩ,/yee peeRaa/baRaa nahĩĩ.

8. r-R-l contrasted

A. Imitation drill

peeRaa------	peeraa------	peeRaa
saaRii	saarii	saaRii
gaaRii	gaarii	gaaRii
khaaRii	khaarii	khaaRii
khaRii	kharii	khaRii
khaRaa	kharaa	khaRaa
baRaa	baraa	baRaa
saRak	sarak	saRak
jaR	jar	jaR
guR	gur	guR

guR---------	gul---------	guR
jaR	jal	jaR
kaRaa	kalaa	kaRaa
gaRnaa	galnaa	gaRnaa
khaaRii	khaalii	khaaRii
naaRii	naalii	naaRii

gur---------	guR---------	gul
jar	jaR	jal
karaa	kaRaa	kalaa
khaarii	khaaRii	khaalii
gaarii	gaaRii	gaalii

9. Contrasting rhythms

A. Expansion drill

yee kyaa hai.
phal
chooTaa

yee kyaa hai.
phal
baRaa

yee kyaa hai.
makaan
chooTaa

yee kyaa hai.
makaan
baRaa

yee kyaa hai.
miThaaii
chooTii

yee kyaa hai.
miThaaii
baRii

kaisee hãĩ.
seeb
chooTee
yee

kaisee hãĩ.
seeb
baRee
yee

kaisee hãĩ.
peeRee
chooTee
yee

kaisee hãĩ.
peeRee
baRee
yee

kaisaa hai.
baazaar
chooTaa
yee

kaisaa hai.
baazaar
baRaa
yee

kyaa taazee hãĩ?
peeRee
yee

kyaa taazii hai?
miThaaii
yee

kyaa taazii hãĩ?
miThaaiyãã
yee

kyaa taazaa hai?
papiitaa
woo

kyaa taazaa hai?
beer
woo

kyaa taazaa hai?
phal
woo

Step 1: Repetition

Instructor	Class
yee kyaa hai.	yee kyaa hai.
yee phal kyaa hai.	yee phal kyaa hai.
yee chooTaa phal kyaa hai.	yee chooTaa phal kyaa hai.

Step 2: Production: class

Instructor	Class
yee kyaa hai.	yee kyaa hai.
phal	yee phal kyaa hai.
chooTaa	yee chooTaa phal kyaa hai.

B. Repetition drill

These are the sentences formed in Drill A. Practice the first two groups vertically and then horizontally. Finish with the last group.

yee chooTaa phal kyaa hai.----------	yee baRaa phal kyaa hai.
yee chooTaa makaan kyaa hai.	yee baRaa makaan kyaa hai.
yee chooTii miiThaaii kyaa hai.	yee baRii miThaaii kyaa hai.
woo chooTee seeb kaisee hãĩ.	woo baRee seeb kaisee hãĩ?
woo chooTee peeRee kaisee hãĩ.	woo baRee peeRee kaisee hãĩ.
woo chooTaa baazaar kaisaa hai.	woo baRaa baazaar kaisaa hai.

kyaa yee peeRee taazee hãĩ.
kyaa yee miThaaii taazii hai?
kyaa yee miThaaiyãã taazii hãĩ?
kyaa woo papiitaa taazaa hai.
kyaa woo beer taazaa hai?
kyaa woo phal taazaa hai?

Grammar Drills

1. Marked feminine nouns

Marked feminine nouns end in -ii in the singular and -iyãã in the plural.

miThaaii-kii dukaan.
jii hãã, sab miThaaiyãã taazii hãĩ.
aur rooTii kahãã miltii hai.

A. Transformation drill: plural to singular

Instructor	Class
There are two sweets.	There is one sweet.
doo miThaaiyãã hãĩ.	eek miThaaii hai.
doo rooTiyãã hãĩ.	rooTii
doo gooliyãã hãĩ.	goolii
doo beeTiyãã hãĩ.	beeTii
doo paarTiyãã hãĩ.	paarTii
doo kursiyãã hãĩ.	kursii
doo bastiyãã hãĩ.	bastii
doo chatriyãã hãĩ.	chatrii
doo churiyãã hãĩ.	churii
doo nadiyãã hãĩ.	nadii
doo kahaaniyãã hãĩ.	kahaanii

B. Transformation drill: singular to plural

Repeat Drill A in reverse, using tiin instead of doo.

Instructor	Class
There is one sweet.	There are three sweets.
eek miThaaii hai.	tiin miThaaiyãã hãĩ.

C. Conversational response drill: masculine and feminine plural to singular

dukaandaar	gaahak
Take some sweets.	O.K. Give me one sweet.
miThaaiyãã liijiyee.	acchaa. eek miThaaii deenaa.
santree liijiyee.	santraa
rooTiyãã liijiyee.	rooTii
keelee liijiyee.	keelaa
papiitee liijiyee.	papiitaa
kursiyãã liijiyee.	kursii
paijaamee liijiyee.	paijaamaa
rasgullee liijiyee.	rasgullaa
gooliyãã liijiyee.	goolii
moozee liijiyee.	moozaa
barsaatiyãã liijiyee.	barsaatii
juutee liijiyee.	juutaa
paisee liijiyee.	paisaa
churiyãã liijiyee.	churii

D. Conversational response drill: masculine and feminine singular to plural

dukaandaar	gaahak
Take some sweets.	O.K. Give me four sweets.
miThaaii liijiyee.	acchaa. caar miThaaiyãã deenaa.
santraa liijiyee.	santree
rooTii liijiyee.	rooTiyãã
keelaa liijiyee.	keelee
papiitaa liijiyee.	papiitee
kursii liijiyee.	kursiyãã
paijaamaa liijiyee.	paijaamee
rasgullaa liijiyee.	rasgullee
goolii liijiyee.	gooliyãã
moozaa liijiyee.	moozee
barsaatii liijiyee.	barsaatiyãã
juutaa liijiyee.	juutee
churii liijiyee.	churiyãã

2. Unmarked feminine nouns.

Feminine nouns that in the singular end in consonants, or vowels other than -ii, are called unmarked, despite the fact that they are marked by the ending -ẽẽ in the plural.

aap-kii dukaan hai.

udhar bahut dukaanẽẽ hãĩ.

khurcan hai. bahut acchii hai.

A. Transformation drill: plural to singular

Instructor	Class
There are five stores.	There is one store.
pããc dukaanẽẽ hãĩ.	eek dukaan hai.
pããc pensilẽẽ hãĩ.	pensil
pããc kitaabẽẽ hãĩ.	kitaab
pããc meezẽẽ hãĩ.	meez
pããc baatẽẽ hãĩ.	baat

B. Transformation drill: singular to plural

Repeat Drill A in reverse, the instructor giving the singular and the class giving the plural.

C. Transformation drill: marked and unmarked singular to plural

Instructor	Class
It's one piece of candy.	There are many pieces of candy.
eek miThaaii hai.	bahut miThaaiyãã hãĩ.
eek santraa hai.	santree
eek dukaan hai.	dukaanẽẽ
eek beer hai.	beer
eek pensil hai.	pensilẽẽ
eek keelaa hai.	keelee
eek rooTii hai.	rooTiyãã
eek baat hai.	baatẽẽ
eek seeb hai.	seeb
eek papiitaa hai.	papiitee
eek kitaab hai.	kitaabẽẽ

D. Transformation drill: marked and unmarked plural to singular

Repeat Drill C in reverse, the instructor giving the plural and the class giving the singular.

3. Adjectives with feminine nouns

Marked adjectives referring to feminine nouns end in -*ii* in both the singular and plural. Marked adjectives, then, have three forms: -*aa*, -*ee*, -*ii*. Unmarked adjectives have only one form, whether they refer to masculine or feminine, singular or plural nouns.

Marked:

aur woo *chooTii* miThaaiyãã.
khurcan hai, bahut *acchii* hai.
jii hãã, sab miThaaiyãã *taazii* hãĩ.
aap-*kii* dukaan hai.

Unmarked:

udhar *bahut* dukaanẽẽ hãĩ.
sab miThaaiyãã taazii hãĩ.
kaafii paisaa hai.

A. Substitution drill

And those little sweets?

aur woo (chooTii) miThaaiyãã?
taazii
sastii
acchii

B. Transformation drill: singular to plural

Instructor	Class
That's a small sweet.	Those are small sweets.
woo chooTii miThaaii hai.	woo chooTii miThaaiyãã hãĩ.
woo baRii dukaan hai.	baRii dukaanẽẽ
woo kaccii rooTii hai.	kaccii rooTiyãã
woo sastii kursii hai.	sastii kursiyãã
woo chooTii pensil hai.	chooTii pensilẽẽ
woo baRii meez hai.	baRii meezẽẽ

C. Transformation drill: plural to singular

Repeat Drill B in reverse, the instructor giving the plural and the class giving the singular.

D. Double substitution drill

There are many stores over there.

udhar (bahut) (dukaanẽẽ) hãĩ.
peeRee
kaafii
miThaaiyãã
sab
rasgullee

E. Double substitution-agreement drill

udhar (bahut) (dukaanẽẽ) hãĩ.
acchii
miThaaii
taazii
rasgullee
kaafii
peeRee
sastee
rooTii
kaccii
papiitaa
miiThaa
keelee
sab

F. Additive drill: feminine singular and plural

Instructor	Class
There's some khurcan.	There's some khurcan. It's very fresh.
khurcan hai.	khurcan hai. bahut taazii hai.
rooTii hai.	hai.
miThaaii hai.	hai.
miThaaiyãã hãĩ.	hãĩ.
rooTiyãã hãĩ.	hãĩ.

G. Additive drill: feminine singular and plural.

Instructor	Class
Take this book.	Take this book. It's very good.
yee kitaab liijiyee.	yee kitaab liijiyee. bahut acchii hai.
yee pensil liijiyee.	hai.
yee rooTiyãã liijiyee.	hãĩ.
yee miThaaii liijiyee.	hai.
yee miThaaiyãã liijiyee.	hãĩ.
yee pensilẽẽ liijiyee.	hãĩ.
yee rooTii liijiyee.	hai.
yee khurcan liijiyee.	hai.
yee kitaabẽẽ liijiyee.	hãĩ.

H. Conversational response drill: masculine and feminine singular and plural.

Instructor	Class
How is the candy?	It's sweet.
miThaaii kaisii hai.	miiThii hai.
keelaa kaisaa hai.	miiThaa hai.
santree kaisee hãĩ.	miiThee hãĩ.
peeRee kaisee hãĩ.	miiThee hãĩ.
rasgullaa kaisaa hai.	miiThaa hai.
khurcan kaisii hai.	miiThii hai.
miThaaiyãã kaisii hãĩ.	miiThii hãĩ.
rasgullee kaisee hãĩ.	miiThee hãĩ.
phal kaisaa hai.	miiThaa hai.
santree kaisee hãĩ.	miiThee hãĩ.
miThaaii kaisii hai.	miiThii hai.
beer kaisee hãĩ.	miiThee hãĩ.
khurcan kaisii hai.	miiThii hai.
seeb kaisaa hai.	miiThaa hai.
rooTii kaisii hai.	miiThii hai.

I. Substitution-agreement drill

How is that papaya?

(woo papiitaa) kaisaa hai.

woo miThaaii
yee khurcan
woo keelaa
yee rasgullaa
woo rooTii
yee kitaab
yee pensil
yee peeRaa
woo santraa
yee dukaan

J. Substitution-agreement drill

How are the papayas?

(papiitee) kaisee hãĩ.

miThaaiyãã
keelee
rasgullee
pensilẽẽ
santree
rooTiyãã
kitaabẽẽ
peeRee
dukaanẽẽ

K. Substitution-agreement drill

(papiitee) kaisee hãĩ.

miThaaiyãã
peeRee
woo rasgullaa
rooTii
yee papiitaa
yee kitaab
santree
kitaabẽẽ
woo peeRaa
rooTiyãã
rasgullee
khurcan
keelee
yee pensilẽẽ

L. Chain drill

Use any appropriate noun and any appropriate adjective.

Instructor: How are the ber?
1st Student: They're ripe.

gaahak: beer kaisee hãĩ.
dukaandaar: pakkee hãĩ.

gaahak: khurcan kaisii hai.
dukaandaar: bahut taazii hai.

4. Negative hai statements

The negative form of a hai statement contains nahĩĩ. nahĩĩ usually precedes hai:

rasgullee too aaj nahĩĩ hãĩ.

In some negative statements hai is omitted.

rasgullee nahĩĩ. peeRee hãĩ.

A. Transformation drill: affirmative to negative

Instructor	Class
There are rasgullas.	There aren't any rasgullas.
rasgullee hãĩ.	rasgullee nahĩĩ hãĩ.
peeRee hãĩ.	peeRee nahĩĩ hãĩ.
khurcan hai.	khurcan nahĩĩ hãĩ.
miThaaiyãã hãĩ.	miThaaiyãã nahĩĩ hãĩ.
miThaaii hai.	miThaaii nahĩĩ hai.
keelee hãĩ.	keelee nahĩĩ hãĩ.
beer hãĩ.	beer nahĩĩ hãĩ.
papiitee hãĩ.	papiitee nahĩĩ hãĩ.
santree hãĩ.	santree nahĩĩ hãĩ.
phal hai.	phal nahĩĩ hãĩ.

B. Transformation drill: affirmative to negative

Instructor	Class
This is a rasgulla.	This isn't a rasgulla.
yee rasgullaa hai.	yee rasgullaa nahĩĩ hai.
yee peeRaa hai.	peeRaa nahĩĩ hai.
yee khurcan hai.	khurcan nahĩĩ hai.
yee miThaaiyãã hãĩ.	miThaaiyãã nahĩĩ hãĩ.
yee phal hai.	phal nahĩĩ hai.
yee keelee hãĩ.	keelee nahĩĩ hãĩ.
yee santraa hai.	santraa nahĩĩ hai.
yee beer hai.	beer nahĩĩ hai.
yee seeb hãĩ.	seeb nahĩĩ hãĩ.
yee papiitee hãĩ.	papiitee nahĩĩ hãĩ.

C. Individual additive drill

Instructor: It's not a pera.
1st Student: It's not a pera. It's a rasgulla.

Instructor: yee peeRaa nahĩĩ hai.
1st Student: yee peeRaa nahĩĩ, rasgullaa hai.

Instructor: yee santree nahĩĩ hãĩ.
woo beer nahĩĩ hãĩ.
yee phal nahĩĩ hai.
yee seeb nahĩĩ hai.
yee miThaaii nahĩĩ hai.
woo miThaaiyãã nahĩĩ hãĩ.
yee khurcan nahĩĩ hai.
yee papiitaa nahĩĩ hai.

5.1 'Yes' and 'no' questions

In questions which ask for a 'yes' or 'no' answer the voice is raised at the end. Word order is that of a statement. "yes' and 'no' questions may be introduced by an unstressed kyaa which simply serves as a question marker.

kyaa rasgullee hãĩ?

kyaa yee peeRee taazee hãĩ?

A. Transformation drill: statement to question

The instructor gives a statement and the class changes it to a question.

Instructor	Class
There are rasgullas.	Are there any rasgullas?
rasgullee hãĩ.	rasgullee hãĩ?
acchee rasgullee hãĩ.	acchee rasgullee hãĩ?
bahut acchee rasgullee hãĩ.	bahut acchee rasgullee hãĩ?
taazee hãĩ.	taazee hãĩ?
peeRee taazee hãĩ.	peeRee taazee hãĩ?
dukaan hai.	dukaan hai?
phal-kii dukaan hai.	phal-kii dukaan hai?
phal-kii dukaan baRii hai.	phal-kii dukaan baRii hai?
woo phal-kii dukaan baRii hai.	woo phal-kii dukaan baRii hai?
dukaanẽẽ hãĩ.	dukaanẽẽ hãĩ?
bahut dukaanẽẽ hãĩ.	bahut dukaanẽẽ hãĩ?
udhar bahut dukaanẽẽ hãĩ.	udhar bahut dukaanẽẽ hãĩ?

B. Conversational response drill

You are walking in the market with a friend. He identifies some things for you and each time you ask if they are cheap.

Instructor	Class
Those are peras.	Are they cheap?
woo peeRee hãĩ.	sastee hãĩ?
woo papiitaa hai.	sastaa hai?
woo miThaaiyãã hãĩ.	sastii hãĩ?
woo khurcan hai.	sastii hai?
woo beer hãĩ.	sastee hãĩ?
woo rooTii hai.	sastii hai?
woo seeb hai.	sastaa hai?
woo keelee hãĩ.	sastee hãĩ?

C. Transformation drill

Repeat Drill A adding kyaa to the question.

Instructor	Class
rasgullee hãĩ.	kyaa rasgullee hãĩ?

D. Conversational response drill

Repeat Drill B adding kyaa to the question. Change sastaa to miiThaa.

Instructor	Class
Those are peras.	Are they sweet?
woo peeRee hãĩ.	kyaa miiThee hãĩ?

E. Chain drill

A dukaandaar and a gaahak talk about fruit and sweets. Use only the adjectives miiThaa, taazaa, acchaa and sastaa.

Customer: What's that?
Shopkeeper: This is a papaya.
Customer: Is it fresh?
Shopkeeper: It's very fresh.

gaahak: woo kyaa hai.
dukaandaar: yee papiitaa hai.
gaakak: kyaa taazaa hai?
dukaandaar: bahut taazaa hai.

gaahak: yee kyaa hãĩ.
dukaandaar: yee santree hãĩ.
gaahak: kyaa miiThee hãĩ.
dukaandaar: bahut miiThee hãĩ.

5.2 'Yes' and 'no' answers

A. Conversational response drill

gaahak	dukaandaar
Are there any rasgullas?	Yes, there are.
kyaa rasgullee hãĩ?	jii hãã, hãĩ.
kyaa khurcan hai?	hai.
kyaa papiitee hãĩ?	hãĩ.
kyaa keelee hãĩ?	hãĩ.
kyaa phal hai?	hai.
kyaa miThaaiyãã hãĩ?	hãĩ.
kyaa seeb hãĩ?	hãĩ.
kyaa peeRee hãĩ?	hãĩ.
kyaa santree hãĩ?	hãĩ.

B. Conversational response drill

gaahak	dukaandaar
Are those rasgullas?	Yes, those are rasgullas.
kyaa woo rasgullee hãĩ?	jii hãã, woo rasgullee hãĩ.
kyaa woo beer hãĩ.	beer hãĩ.
kyaa woo miThaaii hai?	miThaaii hai.
kyaa woo peeRee hãĩ?	peeRee hãĩ.
kyaa woo keelee hãĩ?	keelee hãĩ.
kyaa woo khurcan hai?	khurcan hai.
kyaa woo santree hãĩ?	santree hãĩ.
kyaa woo papiitaa hai?	papiitaa hai.
kyaa woo phal hai?	phal hai.

C. Conversational response drill

gaahak	dukaandaar
Are they good?	Yes, they're very good.
kyaa acchii hãĩ?	jii hãã, bahut acchii hãĩ.
kyaa sastaa hai?	sastaa hai.
kyaa taazii hãĩ?	taazii hãĩ.
kyaa miiThee hãĩ?	miiThee hãĩ.
kyaa pakkii hai?	pakkii hai.
kyaa acchaa hai?	acchaa hai.
kyaa taazee hãĩ?	taazee hãĩ.
kyaa miiThii hai?	miiThii hai.
kyaa pakkaa hai?	pakkaa hai.

D. Conversational response drill

Repeat Drill A. Answer 'no.'

gaahak	dukaandaar
Are there any rasgullas?	No, there aren't any rasgullas today.
kyaa rasgullee hãĩ?	jii nahĩĩ, rasgullee too aaj nahĩĩ hãĩ.

6. aur 'and'; yaa 'or'

yaa 'or' and aur 'and' are conjunctions and are used very much as they are in English.

bahut acchee hãĩ, aur sastee bhii.

aur woo chooTii miThaaiyãã.

aur rooTii kahãã miltii hai.

peeRee yaa khurcan, saahab.

peeRee deenaa, aur khurcan bhii.

A. Substitution drill: yaa

Peras or khurcan?

(peeRee) yaa khurcan.
rasgullee
phal
rooTii
keelee
papiitee

B. Conversation response drill: aur . . . bhii

dukaandaar	gaahak
Peras or khurcan, sir?	Peras, and khurcan too.
peeRee yaa khurcan saahab.	peeRee aur khurcan bhii.
rasgullee yaa peeRee saahab.	rasgullee aur peeRee bhii.
khurcan yaa rasgullee saahab.	khurcan aur rasgullee bhii.
papiitaa yaa santraa saahab.	papiitaa aur santraa bhii.
seeb yaa keelee saahab.	seeb aur keelee bhii.
beer yaa papiitee saahab.	beer aur papiitee bhii.
santree yaa papiitee saahab.	santree aur papiitee bhii.
keelee yaa seeb saahab.	keelee aur seeb bhii.

7. bhii 'too'

bhii 'too' is a particle which may modify any part of the sentence. It always appears after the item it modifies.

seeb bhii hãĩ, saahab.

santree bhii liijiyee.

bahut acchee hãĩ, aur sastee bhii.

peeRee deenaa, aur khurcan bhii.

The negative of bhii is bhii nahĩĩ.

seeb bhii nahĩĩ hãĩ. There aren't any apples, either.

A. Substitution drill: plural

There are apples too, sir.

(seeb) bhii hãĩ saahab.
beer
papiitee
keelee
santree
peeRee
rasgullee
miThaaiyãã
rooTiyãã
khurcan

B. Substitution-agreement drill: singular, plural

There are rasgullas, too sir.

(rasgullee) bhii hãĩ saahab.
keelee
papiitaa
santraa
miThaaiyãã
khurcan
miThaaii
rooTiyãã
santree
rooTii

C. Individual chain drill

Use any two fruits or any two sweets.

Customer: Are there any bananas?
Shopkeeper: There are bananas. There are apples too, sir.

gaahak: kyaa keelee hãĩ?
dukaandaar: keelee hãĩ. seeb bhii hãĩ, saahab.

gaahak: kyaa khurcan hai?
dukaandaar: khurcan hai. peeRee bhii hãĩ saahab.

D. Conversational response drill: aur . . . bhii

dukaandaar	gaahak
Peras or khurcan, sir?	Give me peras and khurcan, too.
peeRee yaa khurcan saahab.	peeRee deenaa, aur khurcan bhii.
khurcan yaa rasgullee saahab.	khurcan deenaa, aur rasgullee bhii.
santree yaa keelee saahab.	santree deenaa, aur keelee bhii.
beer yaa seeb saahab.	beer deenaa, aur seeb bhii.
seeb yaa papiitee saahab.	seeb deenaa, aur papiitee bhii.
phal yaa miThaaii saahab.	phal deenaa, aur miThaaii bhii.
rasgullee yaa beer saahab.	rasgullee deenaa, aur beer bhii.
rooTii yaa miThaaii saahab.	rooTii deenaa, aur miThaaii bhii.

E. Substitution drill: bhii nahĩĩ

There aren't any apples either.

(seeb) bhii nahĩĩ.
keelee
beer
santree
rasgullee
khurcan
peeRee
papiitee
rooTii

F. Double conversational response drill

gaahak	dukaandaar
Are there any bananas?	No, there aren't any bananas.
Are there any apples?	No, there aren't any apples either.
kyaa keelee hãĩ?	jii nahĩĩ, keelee nahĩĩ.
kyaa seeb hãĩ?	jii nahĩĩ, seeb bhii nahĩĩ.
kyaa peeRee hãĩ?	jii nahĩĩ, peeRee nahĩĩ.
kyaa khurcan hai?	jii nahĩĩ, khurcan bhii nahĩĩ.
kyaa beer hãĩ?	jii nahĩĩ, beer nahĩĩ.
kyaa papiitee hãĩ?	jii nahĩĩ, papiitee bhii nahĩĩ.
kyaa santree hãĩ?	jii nahĩĩ, santree nahĩĩ.
kyaa beer hãĩ?	jii nahĩĩ, beer bhii nahĩĩ.
kyaa khurcan hai?	jii nahĩĩ, khurcan nahĩĩ.
kyaa rasgullee hãĩ?	jii nahĩĩ, rasgullee bhii nahĩĩ.
kyaa seeb hãĩ?	jii nahĩĩ, seeb nahĩĩ.
kyaa santree hãĩ?	jii nahĩĩ, santree bhii nahĩĩ.
kyaa miThaaii hai?	jii nahĩĩ, miThaaii nahĩĩ.
kyaa phal hai?	jii nahĩĩ, phal bhii nahĩĩ.
kyaa papiitee hãĩ?	jii nahĩĩ, papiitee nahĩĩ.
kyaa beer hãĩ?	jii nahĩĩ, beer bhii nahĩĩ.

G. Individual chain drill

Use any two fruits or any two sweets.

Customer: Are there any bananas?
Shopkeeper: No sir, there aren't any bananas.
Customer: Are there any oranges?
Shopkeeper: No sir, there aren't any oranges either.

gaahak: kyaa keelee hãĩ?
dukaandaar: jii nahĩĩ, keelee nahĩĩ hãĩ.
gaahak: kyaa santree hãĩ?
dukaandaar: jii nahĩĩ, santree bhii nahĩĩ.

gaahak: kyaa khurcan hai?
dukaandaar: jii nahĩĩ, khurcan nahĩĩ hai.
gaahak: kyaa peeRee hãĩ.
dukaandaar: jii nahĩĩ, peeRee bhii nahĩĩ.

Review Conversations

baazaar-mẽẽ

1. A: kyaa rasgullee hãĩ?

B: jii hãã, hãĩ.

A. kyaa taazee hãĩ?

B: jii hãã, taazee hãĩ, aur sastee bhii.

Substitutions: khurcan, miThaaii, keelaa; pakkaa

2. A: suniyee, woo chooTee phal kyaa hãĩ.

B: yee beer hãĩ. bahut taazee hãĩ.

A: is-kaa daam kyaa hai.

B: tiin aanee seer.

A: kitnaa?

B: eek, doo, tiin aanee. samjhee?

A: acchaa, Thiik hai.

Substitutions: other nouns and adjectives

3. A: bataaiyee, kyaa rooTii hai?

B: rooTii nahĩĩ, yee miThaaii-kii dukaan hai. peeRee liijiyee yaa rasgullee.

A: peeRee rasgullee kyaa hãĩ?

B: miThaaiyãã hãĩ.

A: too doonõõ deenaa. peeRee aur rasgullee bhii.

Substitutions: various fruits and sweets

4. A: singh saahab, eek keelaa diijiyee.
B: yee keelaa nahĩĩ. santraa hai.
A: acchaa, too santraa diijiyee.
B: pakkaa nahĩĩ. kaccaa hai.
A: kyaa seeb hãĩ?
B: seeb bhii ḳharaab hai.
Substitutions: various sweets

Unit I Part C

Conversation

1 kapRaa ḳhariidnaa.
2 dillii, cããdnii cauk-mẽẽ.

3 wideešii: maaf kiijiyee.
4 kapRee-kii dukaan kahãã hai?
5 aanee-jaanee-waalaa: udhar hai. siidhee jaaiyee.
6 wahãã baRii dukaanẽẽ hãĩ.

7 kapRee-waalaa: andar aaiyee.
8 saaRiyãã deekhiyee.
9 yahãã baiThiyee kursii-par.
10 kyaa aap amriikaa-see hãĩ?
11 wideešii: jii hãã. suniyee, kyaa yee saaRii madraasii hai?
12 kapRee-waalaa: jii nahĩĩ, yee banaarsii hai.

13 wideešii: acchaa, woo bhii dikhaaiyee.
14 kapRee-waalaa: zaruur, yee saaRii nahĩĩ. blaauz-kaa kapRaa hai.
15 wideešii: mujhee pasand hai. bahut sundar hai.

16 wideešii: bataaiyee, is saaRii-kaa daam kyaa hai.
17 kapRee-waalaa: baaiis rupaee hai.
18 aap-koo pasand hai?
19 wideešii: hãã, leekin mahãgii hai.
20 kuch kam kiijiyee.
21 kapRee-waalaa: acchaa. aap-kee liyee sirf biis rupaee.
22 wideešii: yee liijiyee biis rupaee.
23 kapRee-waalaa: meharbaanii. apnii saaRii liijiyee.

Vocabulary and Translation of the Conversation

wideešii	A foreigner (m/f)
aanee-jaanee-waalaa	A passerby (m)
kapRee-waalaa	A cloth-seller (m)

	kapRaa	cloth (m)
	ḳhariidnaa	to buy
1	kapRaa ḳhariidnaa	Buying cloth.
	cauk	square (f)
	cããdnii	silver (adj)
	cããdnii cauk	a street name in Delhi
	-mẽẽ	in
	dillii	Delhi (f)
2	dillii, cããdnii cauk-mẽẽ.	Delhi, in Chandni Chowk.
	maaf karnaa	to excuse
3 W:	maaf kiijiyee.	Excuse me, please.
	dukaan	shop, stand (f)
	-kaa	of
	kapRee-kaa	of cloth (adj)
	kapRee-kii dukaan	cloth-shop
4 W:	kapRee-kii dukaan kahãã hai.	Where's a cloth shop?
	jaanaa	to go
	siidhaa	straight (adj)
	siidhee	straight ahead (adv)
	aanaa-jaanaa	to come and go
5 A:	udhar hai. siidhee jaaiyee.	There's one over there; go straight ahead.
	wahãã	there (adv)
6 A:	wahãã baRii dukaanẽẽ hãĩ.	There are some big shops over there.
	andar	inside (adv)
7 K:	andar aaiyee.	Please come inside.
	saaRii	sari
8 K:	saaRiyãã deekhiyee.	Look at the saris.

	yahãã	here (adv)
	baiThnaa	to sit
	kursii	chair
	-par	on
	kursii-par	on the chair
9 K:	yahãã baiThiyee, kursii-par.	Please sit here, on the chair.
	amriikaa	America (m un)
	-see	from
	amriikaa-see	from America
10 K:	kyaa aap amriikaa-see hãĩ?	Are you from America?
	madraas	Madras (m)
	madraasii	from Madras (adj)
11 W:	jii hãã. suniyee, kyaa yee saaRii madraasii hai?	Yes. Listen, is this a Madras sari?
	banaaras	Banaras (m)
	banaarsii	from Banaras (adj)
12 K:	jii nahĩĩ, yee banaarsii hai.	No, ma'am, this one is from Banaras.
	dikhaanaa	to show
13 W:	acchaa, woo bhii dikhaaiyee.	O.K. Show me that one too, please.
	zaruur	certainly (adv)
	blaauz	blouse (f)
	blaauz-kaa	of blouse (adj)
	blaauz-kaa kapRaa	blouse cloth
14 K:	zaruur. yee saaRii nahĩĩ. blaauz-kaa kapRaa hai.	Certainly. This isn't a sari. It's blouse cloth.
	mujhee	to me
	pasand	pleasing (adj)
	mujhee pasand hai	is pleasing to me
	sundar	beautiful
15 W:	mujhee pasand hai. bahut sundar hai.	I like it. It's very pretty.
	bataanaa	to tell
	daam	price (m)
	is saaRii-kaa	of this sari (adj)
16 W:	bataaiyee, is saaRii-kaa daam kyaa hai.	Tell me, what's the price of this sari? How much is this sari?
	baaiis	twenty-two
17 K:	baaiis rupaee hai.	It's twenty-two rupees.

	aap-koo	to you
	aap-koo pasand hai	is pleasing to you
18 K:	aap-koo pasand hai?	Do you like it?
	mahãgaa	expensive
	leekin	but (conj)
19 W:	hãã, leekin mahãgii hai.	Yes, but it's expensive.
	kam	less (adj)
	kuch	a little (adj)
20 W:	kuch kam kiijiyee.	Please make it a little less.
	sirf	only (adj)
	biis	twenty
	aap	you
	aap-kee liyee	for you
21 K:	acchaa. aap-kee liyee sirf biis rupaee.	All right, for you it's only twenty rupees.
22 W:	yee liijiyee biis rupaee.	Here's the twenty rupees.
	meharbaanii	kindness
	apnaa	your own (adj)
23 K:	meharbaanii. apnii saaRii liijiyee.	Thank you. Here's your sari.

Cultural Notes

Like many Indian cities, Delhi has an old and a new section. New Delhi was built after Delhi became the capital of British India in 1911.(Calcutta was the capital until then.) Growing rapidly since Independence, it is a modern western-style city of apartment buildings, office buildings, and modern stores. In these Western surroundings educated people still tend to use English as the main medium of communication for business transactions.

About a mile from the business center of New Delhi, separated by residential areas and parks, lies the center of old Delhi clustering about the Red Fort. This part of the city dates from Moghul times, and Chandni Chauk, the old Moghul bazaar, continues to flourish. Here, unlike New Delhi, most shops selling one kind of product stand side by side on one street or one part of a street. Most cloth shops are located at one end of Nai Sarak (naii saRak); at the other end of this street one finds bookshops. The narrow lanes and shops without show windows contrast markedly with New Delhi.

Traditional shops, like the sari shop shown in this lesson, carry saris from all sections of India. Most famous are the Banaras sari, known for its gold work, and the Madras and other South Indian saris, known for their beautiful designs.

Our conversation opens with a request for information. Such a request may be prefaced with an "excuse me." The use of such politeness formulas in Hindi, however, is less common than in English. Note that the cloth shop owner is addressed by the customer with the polite form of address. This is a reflection of his status. Although he operates a traditional store, his shop is bigger than the fruitstand of section IA, and he employs several clerks. Bargaining in stores of this size is not very common; most goods are sold at fixed prices.

Word Study

1. Classroom expressions.

sawaal	question (m)
puuchnaa	to ask
sawaal puuchiyee.	Please ask a question.
jawaab	answer (m)
jawaab diijiyee.	Please give the answer.
ḳhaTam	end (m)
ḳhaTam kiijiyee.	Please stop.
angreezii	the English language
hindii	Hindi
urduu	Urdu (f)
phal-kii angreezii kyaa hai.	What does phal mean? (What's the English of phal?)
amriikan	an American (m/f)
Tiicar	teacher (m/f)
widyaarthii	student
kyaa aap amriikan hãĩ?	Are you an American?
kamraa	room (m)
klaas	class (f)

2. Related pairs

ḳhariidnaa	to buy
beecnaa	to sell

kapRaa ḳhariidnaa.	Buying cloth.
kapRaa beecnaa.	Selling cloth.
saaRiyãã deekhiyee.	Please look at the saris.
saaRiyãã ḳhariidiyee.	Please buy the saris.
saaRiyãã beeciyee.	Please sell the saris.
acchaa, woo bhii dikhaaiyee.	All right, show me that, too.
accha, woo bhii ḳhariidiyee.	All right, buy that, too.
acchaa, woo bhii beeciyee.	All right, sell me that, too.

3. -ii adjectives

The adjective banaarsii 'from Banaras' is related to the noun banaaras 'Banaras.' There are many adjectives of this type, particularly relating to place names. Most city names are masculine.

banaarsii	banaaras	(m)
madraasii	madraas	(m)
jaipuurii	jaipuur	(m)
hinduustaanii	hinduustaan	(m)
paakistaanii	paakistaan	(m)
bangaalii	bangaal	(m)
gujaraatii	gujaraat	(m)

yee banaarsii saaRii hai.
yee banaarsii kapRaa hai.

Substitute the other adjectives in these sentences.

The instructor gives the noun; the class gives the adjective. Repeat in reverse.

Pronunciation Drills

1. ch

This sound is aspirated just as ph, th, Th and kh are aspirated.

A. Imitation drill

chup
chap
chat
chan
chand

chiin
cheed
chai
choor
chuu

chuTii
chooTii
chuTee
chooTee
chuTaa
chooTaa

B. Additive drill

Add chooTaa to the sentences in the first column. Add chooTii to the sentences in the second column.

Instructor: seeb hai.
Class: chooTaa seeb hai.

beer hai.
keelaa hai.
peeRaa hai.
santraa hai.
baazaar hai.
papiitaa hai.

meez hai.
blaauz hai.
kitaab hai.
kursii hai.
saaRii hai.
miThaii hai.

C. Additive drill

Add chooTee to the sentences in the first column. Add chooTii to the sentences in the second column.

Instructor: seeb hãĩ.
Class: seeb chooTee hãĩ.

beer hãĩ.
keelee hãĩ.
peeRee hãĩ.
santree hãĩ.
baazaar hãĩ.
papiitee hãĩ.

meezẽẽ hãĩ.
blaauzẽẽ hãĩ.
kitaabẽẽ hãĩ.
kursiyãã hãĩ.
saaRiyãã hãĩ.
miThaaiyãã hãĩ.

D. Additive drill

Repeat Drill B, adding yee chah as well as chooTee and chooTii.

Instructor: seeb hãĩ.
Class: yee chah seeb chooTee hãĩ.

2. c

This is the unaspirated counterpart of ch. A Hindi speaker usually hears English ch, e.g., choose, as Hindi c.

Compare the following:

cooTii	peak
chooTii	small
caar	four
chaar	ashes

A. Imitation drill

coor
caar
caap
cããd
ciiz

bacoo
bacaa
bacee
bacii
bacĩĩ

khurcan
caacaa
caacii
sããcii
rããcii

B. Additive drill

Repeat drill C, 1., p. 67 adding caar.

Instructor: seeb hãĩ.
Class: caar seeb hãĩ.

3. ch and c contrasted

A. Imitation drill

caap	chaap	caap	chiin	ciin	chiin
coor	choor	coor	chuu	cuu	chuu
cuu	chuu	cuu	choor	coor	choor
ciin	chiin	ciin	chaap	caap	chaap

B. Additive drill

Repeat Drill C, 1., p. 67 adding caar yaa chah

Instructor: seeb hãĩ.
Class: caar yaa chah seeb hãĩ.

4. Long consonants

Compare the following:

jaanaa	to go	dilii	of the heart
jaannaa	to know	dillii	Delhi
sunaa	listened	pakaa	cooked
sunnaa	zero	pakkaa	ripe

A. Imitation drill

sunnaa
sunnii
ginnaa
ginnii
pakkaa
pakkii

kaccaa
kaccee
kaccii
acchaa
acchee
acchii

B. Response drill

Give the corresponding form of pakkaa hai.

Instructor: kyaa kaccii hãĩ?
Class: nahĩĩ, pakkii hãĩ.

kyaa kaccaa hai?
kyaa kaccee hãĩ?
kyaa kaccii hai?

C. Response drill

Repeat Drill B in reverse.

Instructor: kyaa pakkii hãĩ?
Class: nahĩĩ, kaccii hãĩ.

D. Additive drill

Add acchaa.

Instructor: eek seeb khaaiyee.
Class: acchaa, eek seeb khaaiyee.

eek pakkaa khaaiyee.
eek kaccaa khaaiyee.
eek rasgullaa khaaiyee.
doo rasgullee khaaiyee.
doo kaccee khaaiyee.
doo pakkee khaaiyee.

5. Long and short consonants contrasted.

A. Imitation drill

jaannaa-----jaanaa-----jaannaa

sunnaa	sunaa	sunnaa
cunnaa	cunaa	cunnaa
dillii	dilii	dillii
is-see	isee	is-see
us-see	usee	us-see
pattaa	pataa	pattaa
paTTaa	paTaa	paTTaa

B. Buildup drill

yee/papiitaa/pakkaa hai.
yee/khurcan/acchii hai.
woo/acchii/khurcan hai.
woo/pakkaa/papiitaa hai.
yee chah/acchii hãĩ.
yee chah/acchee hãĩ.
keelaa yaa/rasgullaa khaanaa.
sunnaa,/doonõõ/pakkee hãĩ.

6. d

Like Hindi t, d is a dental sound, i.e. it is pronounced with the tip of the tongue touching the back of the upper teeth.

A. Imitation drill

hindii
andar
sundar
mandir

das
doo
dee
deer
daam

doonõõ
dillii
dukaan
dukaandaar

deekh
deekhnaa
deekhiyee
dikhaaiyee
dikhaanaa
dikhaa

aadii
šaadii
daadii
wideešii
madraasii

B. Additive drill

Add doo.

Instructor: taazee deenaa.
Class: doo taazee deenaa.

sastee deenaa.
sundar deenaa.
santree deenaa.
papiitee deenaa.
madraasii deenaa.

madraasii diijiyee.
papiitee diijiyee.
santree diijiyee.
sundar diijiyee.
sastee diijiyee.
taazee diijiyee.

C. Additive drill

Add deekhiyee.

Instructor: andar hãĩ.
Class: deekhiyee, andar hãĩ.

doonõõ andar hãĩ.
dukaandaar andar hãĩ.
doo dukaandaar andar hãĩ.
doonõõ dukaandaar andar hãĩ.

yee dukaan hai.
yee sundar dukaan hai.
yee wideešii-kii dukaan hai.
yee wideešii-kii sundar dukaan hai.

7. bh

Many languages in the world have aspirated p, t, k but very few have aspirated b, d, g. Hindi is one that does. Just as it has the series ph, th, Th, ch, kh, so it also has the series bh, dh, ph, jh, gh.

Listen to the following pairs:

baat	matter	phii	per
bhaat	cooked rice	bhii	also
baaii	delirium	phuul	flower
bhaaii	brother	bhuul	forgetfulness

bh and b have the same relationship as ph and p, that is the first of each pair is aspirated and the second is not. To produce bh, pronounce phaa and then change the p to b, maintaining the aspiration. This will result in bh. Put your hand in front of your mouth while doing this to make sure you keep the aspiration.

A. Imitation drill

bhii
bhees
bhaag
bhooj
bhuut
bhin
bhun
bhus
bhar
bhag

B. Additive drill

Add bhii.

Instructor: seeb hãĩ saahab.
Class: seeb bhii hãĩ saahab.

beer hãĩ saahab.
phal hãĩ saahab.
keelee hãĩ saahab.
sastee hãĩ saahab.
pakkee hãĩ saahab.
khurcan hãĩ saahab.
peeRee hãĩ saahab.
kapRee hãĩ saahab.
saaRiyãã hãĩ saahab.
miThaaiyãã hãĩ saahab.

8. dh

dh is the aspirated counterpart of d.

Listen to the following pairs:

udar	stomach	doo	two
udhar	in that direction	dhoo	wash
aadii	habituated	daam	price
aadhii	half	dhaam	residence

A. Imitation drill

dhiim
dhuum
dhaam
dhaak
dhuup
dhiit
idhar
udhar
kidhar
sudhar
sidhar
siidhee
siidhaa
saadhaa
baadhaa
bĩĩdhee
dhiiree
dhaaraa
dhaagaa
dhoonaa

B. Additive drill

Add dhiiree.

Instructor: dhiiree booliyee.
Class: dhiiree dhiiree booliyee.

dhiiree jaaiyee.
dhiiree khaaiyee.
dhiiree aaiyee.
dhiiree kiijiyee.
dhiiree diijiyee.
dhiiree liijiyee.

C. Additive drill

Add udhar.

Instructor: bahut dukaanẽẽ hãĩ.
Class: udhar bahut dukaanẽẽ hãĩ.

kapRee-kii dukaan hai.
acchaa baazaar hai.
cããdnii cauk hai.
phal-kii dukaanẽẽ hãĩ.
dillii hai.

D. Additive drill

Repeat Drill C, adding idhar instead of udhar.

9. d-dh contrasted

A. Imitation drill

dhoo------doo------dhoo
dham dam dham
dhaam daam dhaam

udhar------udar------udhar
udhaar udaar udhaar
aadhii aadii aadhii

B. Buildup drill

dhiiree/diijiyee.

phal-kii/dukaan/udhar hai.

idhar/bahut/dukaanẽẽ hãĩ.

deekhiyee,/eek/dukaan/udhar hai.

deekhnaa,/doo/dukaanẽẽ/idhar hãĩ.

dukaan/udhar hai./siidhee jaaiyee.

10. -kaa, -kee, -kii

These postpositions, like all postpositions, are unstressed, but the vowels remain long. Because unstressed vowels in English are shortened and weakened, an English speaker tends to shorten these vowels in Hindi.

A. Additive drill

Add saahab-kaa.

Instructor: yee phal hai.
Class: yee saahab-kaa phal hai.

yee seeb hai.
yee beer hai.
yee haath hai.
yee keelaa hai.
yee peeRaa hai.
yee paisaa hai.
yee kapRaa hai.
yee santraa hai.
yee rupayaa hai.

B. Additive drill

Add saahab-kee

Instructor: yee phal hai.
Class: yee saahab-kee phal hãĩ.

yee seeb hãĩ.
yee beer hãĩ.
yee haath hãĩ.
yee keelee hãĩ.
yee peeRee hãĩ.
yee paisee hãĩ.
yee kapRee hãĩ.
yee santree hãĩ.
yee rupaee hãĩ.

C. Additive drill

Add saahab-kii.

Instructor: yee meez hai.
Class: yee saahab-kii meez hai.

yee baat hai.
yee dukaan hai.
yee kitaab hai.
yee rooTii hai.
yee khurcan hai.
yee pensil hai.
yee kursii hai.

yee meezẽẽ hãĩ.
yee baatẽẽ hãĩ.
yee dukaanẽẽ hãĩ.
yee kitaabẽẽ hãĩ.
yee pensilẽẽ hãĩ.
yee rooTiyãã hãĩ.
yee kursiyãã hãĩ.

D. Additive drill

Repeat any one or all of the drills above with any or all of the following substituting for saahab: gaahak, wideešii, dukaandaar.

Grammar Drills

1. The personal pronoun aap; plurality as a mark of politeness

aap 'you' is used as a mark of politeness. The other equivalents of English 'you' -- the familiar pronoun tum and the intimate tuu -- will be introduced later. The plural of hai is always used when one wants to be polite.

kyaa aap amriikaa-see hãĩ
kyaa woo amriikaa-see hãĩ.

When a polite construction refers to men, adjectives or nouns used in referring to the person are in the plural. With women the singular forms are employed, followed by hãĩ.

aap dukaan-waalee hãĩ.	
woo dukaan-waalee hãĩ.	woo dukaan-waalii hãĩ.
aap acchee hãĩ.	
woo acchee hai.	woo acchii hãĩ.

Notice that the use of the plural of politeness makes it impossible to distinguish between singular and plural in the case of men.

A. Substitution drill: polite plural

All pronouns in drills refer to the last mentioned noun and therefore follow the same rules of agreement as that noun. For example, the first woo in Drill A below refers to the preceding saahab; the second woo refers to meem saahab.

Are you from America?

(aap) amriikaa-see hãĩ?
saahab
woo
meem saahab
woo

B. Substitution drill: singular

Is the cloth seller from Pakistan?

(kapRee-waalaa) paakistaan-see hai?
woo
aanee-jaanee-waalaa
woo
wideešii
woo

C. Substitution-agreement drill: plural and singular

The gentleman is from India.

(saahab) hindustaan-see hãĩ.
woo
phal-waalaa
woo
aanee-jaanee-waalaa
aap
wideešii
woo
meem saahab
woo

2. Postpositions -mẽẽ 'in,' -see 'from,' -par 'on, at'

A postposition is a particle, which, although pronounced as if it were a separate word, never occurs in isolation; it always follows a noun. A postposition is most commonly translated in English by a preposition.

aliigaRh, baazaar-mẽẽ.
daahince haath-par.
cããdnii cauk-mẽẽ.
yahãã baiThiyee, kursii-par.
kyaa aap amriikaa-see hãĩ?

Our examples here illustrate postpositions with unmarked masculine singular and with feminine singular nouns. Marked masculine singular nouns have the special ending -ee before postpositions. The fact that amriikaa and mathuraa do not have this ending before postpositions shows that they are unmarked nouns.

A. Substitution drill: -see 'from'

Have you come from America?

kyaa aap (amriikaa)-see hãĩ?
hinduustaan
pakistaan
aagree
madraas
banaaras
dillii
yahãã
wahãã

B. Substitution drill: -mẽẽ 'in'

Is that shop in the bazaar?

kyaa woo dukaan (baazaar)-mẽẽ hai?
cããdnii cauk
dillii
aliigaRh
mathuraa
madraas
banaaras
aagree

C. Substitution drill: -par 'on, at'

Please sit here on this chair.

yahãã baiThiyee, (kursii)-par.
meez
zamiin
kapRee
dukaan
phal-kii dukaan
kapRee-kii dukaan

D. Conversational response drill

All of the questions are about the scene in the cloth shop. The class responds with answers that include the noun and the postposition.

Instructor: Is the lady at the store?
Class: Yes, she's at the store.

Instructor: kyaa meem saahab dukaan-par hãĩ?
Class: jii hãã, dukaan-par hãĩ.

Instructor: kyaa meem saahab phal-kii dukaan-par hãĩ?
Class: jii nahĩĩ, phal-kii dukaan-par nahĩĩ hãĩ.

Instructor: kyaa meem saahab miThaaii-kii dukaan-par hãĩ?
kyaa woo kursii-par hãĩ?
kyaa kapRee-waalee dukaan-mẽẽ bhii hãĩ?
kyaa meem saahab amriikaa-see hãĩ?
kyaa bahut saaRiyãã dukaan-mẽẽ hãĩ?
kyaa banaarsii saaRiyãã dukaan-mẽẽ hãĩ?
kyaa saaRiyãã banaaras-see hãĩ?
kyaa meem saahab phal-kii dukaan-par hãĩ?
kyaa woo meez-par hãĩ?
kyaa kapRee-waalee kursii-par hãĩ?
kyaa woo amriikaa-see hãĩ?
kyaa kam saaRiyãã dukaan-mẽẽ hãĩ?
kyaa miThaaii bhii dukaan-mẽẽ hai?

E. Conversational response drill

Repeat Drill D with the more common minimum answers that contain only the verb.

Instructor: kyaa meem saahab dukaan-par hãĩ?
Class: jii hãã, hãĩ.

Instructor: kyaa meem saahab phal-kii dukaan-par hãĩ?
Class: jii nahĩĩ, nahĩĩ hãĩ.

F. Individual response drill

If the answer is affirmative, give the minimum answer only. If the answer is negative, give the answer jii nahĩĩ plus the additional information necessary.

Instructor: kyaa meem saahab dukaan-par hãĩ?
1st Student: jii hãã, hãĩ.

Instructor: kyaa woo phal-kii dukaan-par hãĩ?
2nd Student: jii nahĩĩ, kapRee-kii dukaan-par hãĩ.

Instructor: kyaa woo meez-par hãĩ?
kyaa kapRee-waalee amriikaa-see hãĩ?
kyaa meem saahab amriikaa-see hãĩ?
kyaa bahut saaRiyãã dukaan-mẽẽ hãĩ?
kyaa kam saaRiyãã dukaan-mẽẽ hãĩ?
kyaa blaauz-kaa kapRaa dukaan-mẽẽ hãĩ?
kyaa sab loog kapRee-kii dukaan-par hãĩ?
kyaa sab loog miThaaii-kii dukaan-par hãĩ?
kyaa bahut phal dukaan-mẽẽ hãĩ?
kyaa aap dukaan-mẽẽ hãĩ?

3. The postposition -kaa

The postposition -kaa (ee, ii) turns a noun or a pronoun into a marked adjective. The examples again include only the singular of feminine and unmarked masculine nouns preceding the postpositions.

is saaRii-kaa daam kyaa hai.

blaauz-kaa kapRaa hai.

blaauz-kee kapRee hãĩ.

aap-kii dukaan hai.

The general meaning of -kaa is one of possession or relationship.

A. Substitution drill: -kaa

It's a blouse piece.

(blaauz-kaa) kapRaa hai.
acchaa
saahab-kaa
dukaan-kaa
chooTaa
meem saahab-kaa

B. Substitution drill: -kee

They're blouse pieces.

(blaauz-kee) kapRee hãĩ.
acchee
meem saahab-kee
dukaan-kee
baRee
wideešii-kee

C. Double substitution-agreement drill: -kii

It's your shop.

(aap-kii) (dukaan) hai.
acchii
dukaanẽẽ
dillii-kii
saaRii
madraasii
blaauzẽẽ
meem saahab-kii

D. Transformation drill: plural to singular

Instructor	Class
They're your shops.	It's your shop.
aap-kii dukaanẽẽ hãĩ.	aap-kii dukaan hai.
aap-kii saaRiyãã hãĩ.	aap-kii saaRii hai.
aap-kee kapRee hãĩ	aap-kaa kapRaa hai.
aap-kii kursiyãã hãĩ.	aap-kii kursii hai.
aap-kee seeb hãĩ.	aap-kaa seeb hai.
aap-kee santree hãĩ.	aap-kaa santraa hai.
aap-kii blaauzẽẽ hãĩ.	aap-kii blaauz hai.
aap-kii miThaaiyãã hãĩ.	aap-kii miThaaii hai.
aap-kee peeRee hãĩ.	aap-kaa peeRaa hai.
aap-kee rasgullee hãĩ.	aap-kaa rasgullaa hai.
aap-kee papiitee hãĩ.	aap-kaa papiitaa hai.
aap-kii meezẽẽ hãĩ.	aap-kii meez hai.

E. Transformation drill: singular to plural

Repeat Drill **A** in reverse, the instructor giving the singular and the class giving the plural.

F. Substitution-agreement drill

These are the gentleman's papayas.

yee saahab-kee (papiitee) hãĩ.
pensil
keelee
dukaan
santraa
dukaanẽẽ
rasgullee
kapRaa
kursii
pensilẽẽ
kapRee

G. Double substitution-agreement drill

This is a Banaras sari.

yee (banaarsii) (saaRii) hai.
kapRaa
dillii-kaa
kapRee
chooTee
dukaanẽẽ
yahãã
dukaanẽẽ
kapRee-kii
dukaan
chooTii
kapRee
madraas
kapRaa
banaarsii
saRii

4. The singular oblique case of nouns before postpositions

A marked masculine noun has a special case form when a postposition is attached. We call this the oblique case, distinguishing it from the direct case which is the form in which the noun is quoted. Although this oblique form is the same as the plural, it can be recognized by the postposition that follows it and by the fact that it does not agree with the verb. All other masculine and feminine nouns are alike in their direct and oblique singular forms.

phal-waalee-see baat karnaa.
papiitee-kaa daam kyaa hai.
kapRee-kii dukaan kahãã hai.

blaauz-kaa kapRaa hai.
miThaaii-kii dukaan.
is saaRii-kaa daam kyaa hai.

A. Conversational response drill: marked masculine

dukaandaar	gaahak
Have a papaya.	What's the price of one papaya?
eek papiitaa liijiyee.	eek papiitee-kaa daam kyaa hai?
eek keelaa liijiyee.	eek keelee-kaa
eek santraa liijiyee.	eek santree-kaa
eek rasgullaa liijiyee.	eek rasgullee-kaa
eek peeRaa liijiyee.	eek peeRee-kaa

B. Conversational response drill: feminine, unmarked masculine

dukaandaar	gaahak
Have an apple.	What's the price of an apple?
seeb liijiyee.	seeb-kaa daam kyaa hai?
beer liijiyee.	beer-kaa
phal liijiyee.	phal-kaa
miThaaii liijiyee.	miThaaii-kaa
saaRii liijiyee.	saaRii-kaa
kursii liijiyee.	kursii-kaa
khurcan liijiyee.	khurcan-kaa
blaauz liijiyee.	blaauz-kaa
pensil liijiyee.	pensil-kaa
meez liijiyee.	meez-kaa
kitaab liijiyee.	kitaab-kaa

C. Conversational response drill: masculine, feminine

dukaandaar	gaahak
Have a papaya.	How much is a papaya?
papiitaa liijiyee.	papiitee-kaa daam kyaa hai.
seeb liijiyee.	seeb-kaa
khurcan liijiyee.	khurcan-kaa
rasgullaa liijiyee.	rasgullee-kaa
kitaab liijiyee.	kitaab-kaa
kursii liijiyee.	kursii-kaa
phal liijiyee.	phal-kaa
peeRaa liijiyee.	peeRee-kaa
blaauz liijiyee.	blaauz-kaa
keelaa liijiyee.	keelee-kaa
beer liijiyee.	beer-kaa
pensil liijiyee.	pensil-kaa
meez liijiyee.	meez-kaa
santraa liijiyee.	santree-kaa

D. Conversational response drill: masculine, feminine

Instructor	Class
There's a fruit-seller.	Speak to the fruit-seller.
wahãã phal-waalaa hai.	phal-waalee-see baat kiijiyee.
wahãã miThaaii-waalaa hai.	miThaaii-waalee-see
wahãã wideešii hai.	wideešii-see
wahãã kapRee-waalaa hai.	kapRee-waalee-see
wahãã saahab hai.	saahab-see
wahãã meem saahab hai.	meem saahab-see
wahãã gaahak hai.	gaahak-see
wahãã aanee-jaanee-waalaa hai.	aanee-jaanee-waalee-see

E. Conversational response drill

Questions about the location of the shops in Unit I.

Instructor	Class
Is the fruit stand in Aligarh?	Yes, it's in Aligarh.
kyaa yee phal-kii dukaan aliigaRh-mẽẽ hai?	jii hãã, aliigaRh-mẽẽ hai.
kyaa yee miThaaii-kii dukaan mathuraa-mẽẽ hai?	jii hãã, mathuraa-mẽẽ hai.
kyaa yee kapRee-kii dukaan dillii-mẽẽ hai?	jii hãã, dillii-mẽẽ hai.
kyaa yee kapRee-kii dukaan banaaras-mẽẽ hai?	jii nahĩĩ, banaaras-mẽẽ hai.
kyaa yee miThaaii-kii dukaan madraas-mẽẽ hai?	jii nahĩĩ, madraas-mẽẽ hai.
kyaa yee phal-kii dukaan jaipuur-mẽẽ hai?	jii nahĩĩ, jaipuur-mẽẽ hai.

5. kahãã 'where,' kahãã-see 'from where'

The question word kahãã and its derivative kahãã-see always appear directly before the verb. Other place words are usually in the same position.

A. Transformation drill: kahãã questions

Instructor	Class
There's a cloth shop over there.	Where can I find a cloth shop?
kapRee-kii dukaan wahãã hai.	kapRee-kii dukaan kahãã hai?
phal-kii dukaan yahãã hai.	phal-kii dukaan kahãã hai.
miThaaii-kii dukaan udhar hai.	miThaaii-kii dukaan kahãã hai.
bahut dukaanẽẽ baazaar-mẽẽ hai.	bahut dukaanẽẽ kahãã hãĩ.
cããdnii cauk dillii-mẽẽ hai.	cããdnii cauk kahãã hai.
acchii dukaanẽẽ cããdnii cauk-mẽẽ hãĩ.	acchii dukaanẽẽ kahãã hãĩ.
phal-waalaa phal-kii dukaan-par hai.	phal-waalaa kahãã hai.
kapRee-waalaa kapRee-kii dukaan-par hai.	kapRee-waalaa kahãã hai.
miThaaii-kii dukaan daahinee haath-par hai.	miThaaii-kii dukaan kahãã hai.

B. Substitution drill: kahãã answers

The cloth shop is over there.

kapRee-kii dukaan (udhar) hai.
idhar
wahãã
yahãã
andar
baazaar-mẽẽ
dillii-mẽẽ
cããdnii cauk-mẽẽ

C. Chain drill: kahãã questions and answers

Use sentences similar to those in Drill A in the question and sentences similar to those in Drill B in the answer. Notice that names of things you buy do not fit in this pattern.

Foreigner: Excuse me. Where can I find a cloth shop?
Passer-by: There's one over there. Go straight ahead.

wideešii: maaf kiijiyee. kapRee-kii dukaan kahãã hai.
aanee-jaanee-waalaa: udhar hai. siidhee jaaiyee.

wideešii: maaf kiijiyee. acchii dukaanẽẽ kahãã hãĩ.
aanee-jaanee-waalaa: baazaar-mẽẽ hãĩ. siidhee jaaiyee.

D. Transformation drill: kahãã-see questions

Instructor	Class
The lady has come from America.	Where is the lady from?
meem saahab amriikaa-see hãĩ.	meem saahab kahãã-see hãĩ.
saahab diilii-see hãĩ.	saahab kahãã-see hãĩ.
phal-waalaa paakistaan-see hai.	phal-waalaa kahãã-see hai.
kapRee-waalaa mathuraa-see hai.	kapRee-waalaa kahãã-see hãĩ.
woo doo saahab aliigaRh-see hãĩ.	woo doo saahab kahãã-see hãĩ.
wideešii wahãã-see hãĩ.	wideešii kahãã-see hãĩ.

E. Substitution drill: kahãã-see answers

The foreigner has come from America.

woo wideešii (amriikaa)-see hãĩ.
paakistaan
mathuraa
dillii
aliigaRh
banaaras
wahãã

F. Transformation drill: kahãã, kahãã-see

Instructor	Class
The shop-keeper is over there.	Where is the shop-keeper?
dukaandaar udhar hai.	dukaandaar kahãã hai.
dukaandaar dillii-see hai.	dukaandaar kahãã-see hai.
wideešii baazaar-mẽẽ hãĩ.	wideešii kahãã-see hãĩ.
miThaaii-waalaa dukaan-par hai.	miThaaii-waalaa kahãã hai.
phal-waaliyãã aliigaRh-see hãĩ.	phal-waaliyãã kahãã-see hãĩ.
phal-waalii baaẽẽ haath-par hai.	phal-waalii kahãã hai.
aanee-jaanee-waalee yahãã hãĩ.	aanee-jaanee-waalaa kahãã hai.
saahab paakistaan-see hãĩ.	saahab kahãã-see hãĩ.

6. kahãã-kaa 'from where'

kahãã functions as a noun in Hindi and like other nouns can become an adjective by the addition of -kaa (ee, ii). kahãã-kaa refers to place of origin for both people and things, whereas kahãã-see refers to point of departure.

aap kahãã-see hãĩ.	Where have you come from?
aap kahãã-kee hãĩ.	Where are you from?

A. Substitution drill

This is a sari from Banaras.

yee saaRii (kahãã-kii) hai.
banaaras-kii
wahãã-kii
hindustaan-kii
yahãã-kii

B. Substitution-agreement drill

Where is the cloth-seller from?

(kapRee-waalaa) kahãã-kaa hãĩ.
saahab
meem saahab
phal-waalaa
kapRee-waalee
seeb-waalii
yee rasgullee
yee khurcan
yee kapRaa
woo doo kursiyãã
aap-kii saaRii
dukaan-kii blaauzẽẽ
aanee-jaanee-waaliyãã

C. Conversational response drill

Imagine you are in Delhi.

Instructor	Class
The fruit-seller has come from Madras.	Is he from Madras?
woo phal-waalaa madraas-see hai.	kyaa woo madraas-kaa hai?
woo phal-waalee madraas-see hãĩ.	kyaa woo madraas-kee hãĩ?
woo phal-waalii madraas-see hai.	kyaa woo madraas-kii hai?
woo phal-waaliyãã madraas-see hãĩ.	kyaa woo madraas-kii hãĩ?
woo saahab mathuraa-see hãĩ.	kyaa woo mathuraa-kee hãĩ?
yee seeb-waalaa aliigaRh-see hai.	kyaa yee aliigaRh-kaa hai?
yee seeb-waalii banaaras-see hai.	kyaa yee banaaras-kii hai?
woo kapRee-waalee jaipuur-see hai.	kyaa woo jaipuur-kee hai?
yee meem saahab amriikaa-see hãĩ.	kyaa yee amriikaa-kii hãĩ?
yee aanee-jaanee-waalii wahãã-see hai.	kyaa yee wahãã-kii hai?
woo doo dukaandaar paakistaan-see hãĩ.	kyaa paakistaan-kee hãĩ.

7. Word order of adjectives

Adjectives may occur before the verb or before the noun. The difference in meaning is similar to that in the English translations:

kyaa yee peeRee taazee hãĩ?	Are these peras fresh?
kyaa yee taazee peeRee hãĩ?	Are these fresh peras?

Before the verb:

keelee kaisee hãĩ.
kyaa yee peeRee taazee hãĩ.
sab miThaaiyãã taazii hãĩ.
kyaa yee saaRii madraasii hai?

Before the noun:

papiitee-kaa daam kyaa hai.
aur woo chooTii miThaaiyãã?
kitnaa paisaa huaa.
aap-kii dukaan hai.
wahãã baRii dukaanẽẽ hãĩ.
blaauz-kaa kapRaa hai.
saaRii-kaa daam kyaa hai.

A. Substitution drill

Are these peras fresh?

kyaa yee peeRee (taazee) hãĩ?
sastee
mahãgee
chooTee
aap-kee
saahab-kee
miThaaii-waalee-kee
mathuraa-kee

B. Substitution-agreement drill

kyaa yee (peeRee) taazee hãĩ?
khurcan
rasgullee
keelee
papiitaa
miThaaiyãã
santree
miThaaii
rooTii

C. Double substitution-agreement drill

All the peras are fresh.

sab (peeRee) (taazee) hãĩ.
khurcan
acchii
santree
miiThee
papiitee
pakkaa
keelee
aap-kee
miThaaiyãã
taazii
peeRee

D. Substitution-agreement drill

Are there any fresh peras?

kyaa (taazee peeRee) hãĩ?
taazii khurcan
acchii miThaaiyãã
acchee beer
baRaa papiitaa
sastee phal
banaarsii saaRii
mathuraa-kee peeRee
sundar blaauz-kaa kapRaa

E. Double substitution-agreement drill

kyaa (taazee) (peeRee) hãĩ?
chooTee
miThaaii
saahab-kii
rasgullee
sastee
saaRiyãã
sundar
blaauz
acchaa
peeRee
taazee

F. Chain drill

Change only the nouns and adjectives.

Customer: Are there any fresh peras?
Shop-keeper: Yes, there are some fresh ones.
Customer: Are these peras fresh?
Shop-keeper: Yes, all the peras are fresh.

gaahak: kyaa taazee peeRee hãĩ?
dukaandaar: jii hãã, taazee hãĩ.
gaahak: kyaa yee peeRee taazee hãĩ?
dukaandaar: jii hãã, sab peeRee taazee hãĩ.

gaahak: kyaa miiThee santree hãĩ?
dukaandaar: jii hãã, miiThee hãĩ.
gaahak: kyaa yee santree miiThee hãĩ?
dukaandaar: jii hãã, sab santree miiThee hãĩ.

8. Indirect verb constructions; the postposition -koo.

The postposition -koo has the basic meaning to, towards. aap-koo pasand hai. literally 'to you it is pleasing' in which the noun or pronoun designating the principal of the action is in the oblique case, followed by -koo. We call these indirect verb constructions.

The -ee in mujhee is an alternate of -koo. mujh-koo could also be used; it is more formal and not appropriate here. The first part mujh- is the oblique singular of mãĩ 'I,' which occurs in Unit 2A. aap is like unmarked nouns in that it has no special oblique form.

mujhee maaluum hai.

aap-koo pasand hai.

mujhee pasand hai.

A. Substitution drill

Do you like it?

(aap)-koo pasand hai?
saahab
meem saahab
phal-waalee
phal-waalii
gaahak
dukaandaar
wideešii

B. Conversational response drill

dukaandaar	gaahak
This is a blouse piece.	I like it.
yee blaauz-kaa kapRaa hai.	mujhee pasand hai.
yee blaauz-kee kapRee hãĩ.	hãĩ.
yee saaRiyãã hãĩ.	hãĩ.
yee banaarsii saaRii hai.	hai.
yee sundar blaauz hai.	hai.
yee mathuraa-kii khurcan hai.	hai.
yee mathuraa-kee peeRee hãĩ.	hãĩ.
yee taazii miThaaii hai.	hai.

C. Additive drill

The class adds aap-koo pasand hai? or aap-koo pasand hãĩ? to the sentences in Drill B.

Instructor	Class
This is a blouse piece.	This is a blouse piece. Do you like it?
yee blaauz-kaa kapRaa hai.	yee blaauz-kaa kapRaa hai. aap-koo pasand hai?

D. Additive drill

The instructor repeats the sentences in Drill B. The class repeats all but the verb and adds mujhee pasand nahĩĩ.

Instructor	Class
This is a blouse piece.	I don't like this blouse piece.
yee blaauz-kaa kapRaa hai.	yee blaauz-kaa kapRaa mujhee pasand nahĩĩ.

E. Substitution-agreement drill

I like this sari.

yee (saaRii) mujhee pasand hai.
saaRiyãã
peeRee
mathuraa-kee peeRee
miThaaii
taazii miThaaiyãã
blaauz-kaa kapRaa
sundar blaauz
pakkee phal
mahãgii saaRiyãã

F. Chain drill

The questions are like those in Drill C. The answers are either mujhee pasand hai. or mujhee pasand nahĩĩ.

Shop-keeper: This is a blouse piece. Do you like it?
Customer: I like it. (or) I don't like it.

dukaandaar: yee blaauz-kaa kapRaa hai. aap-koo pasand hai?
gaahak: mujhee pasand hai. (or) mujhee pasand nahĩĩ.

dukaandaar: yee bahut acchii kursiyãã hãĩ. aap-koo pasand hãĩ?
gaahak: mujhee pasand hãĩ. (or) mujhee pasand nahĩĩ.

G. Substitution drill

Do you know it?

(aap)-koo maaluum hai?
saahab
meem saahab
phal-waalee
phal-waalii
gaahak
dukaandaar
wideešii

H. Conversational response drill

wideešii	wideešii
Where can I find bread?	I don't know.
rooTii kahãã miltii hai.	mujhee maaluum nahĩĩ.
yee chooTee phal kyaa hãĩ.	
baRii dukaanẽẽ kahãã hãĩ.	
kyaa woo banaarsii saaRii hai?	
kyaa yee peeRee taazee hãĩ?	
kyaa woo kapRee-waalaa dillii-see hai?	

I. Conversational response drill

Instructor	Class
There's a gentleman.	The gentleman knows.
wahãã (saahab) hãĩ.	(saahab-koo) maaluum hai.
wahãã phal-waalaa hai.	phal-waalee-koo
wahãã wideešii hãĩ.	wideešii-koo
wahãã kapRee-waalaa hai.	kapRee-waalee-koo
wahãã meem saahab hãĩ.	meem saahab-koo
wahãã gaahak hai.	gaahak-koo
wahãã aanee-jaanee-waalaa hai.	aanee-jaanee-waalee-koo

J. Additive drill

Repeat Drill H, the class adding kyaa aap-koo maaluum hai? to the sentence given by the instructor.

Instructor	Class
rooTii kahãã miltii hai.	rooTii kahãã miltii hai. kyaa aap-koo maaluum hai?

K. Conversational response drill

hindustaanii	wideešii
It's a blouse piece.	I know it.
blaauz-kaa kapRaa hai. wahãã baRii dukaanẽẽ hãĩ. sab miThaaiyãã taazii hãĩ. yee chooTee phal beer hãĩ. woo banaarsii saaRii hai. yee peeRee taazee hãĩ.	mujhee maaluum hai.

L. Individual chain drill

Each student asks a question about one of the three conversations. The next student either answers or replies mujhee maaluum nahĩĩ.

Instructor: Where can you get bread? Do you know?
1st Student: You get it to the left. (or) I don't know.

Instructor: rooTii kahãã miltii hai. aap-koo maaluum hai?
1st Student: baaẽẽ haath-par miltii hai. (or) mujhee maaluum nahĩĩ.

1st Student: yee phal kyaa hai. aap-koo maaluum hai?
2nd Student: yee beer hai. (or) mujhee maaluum nahĩĩ.

Review Conversations

baazaar-mẽẽ

1. A: maaf kiijiyee saahab. rooTii-kii dukaan kahãã hai.

B: rooTii-kii dukaan yahãã nahĩĩ. udhar hai.

A: aur miThaaii-kii dukaan?

B: wahãã hai, daahinee haath-par

Substitutions: various fruits, sweets, and cloth; baaẽẽ haath-par, siidhee

2. A: santree-kaa daam kyaa hai.

B: eek rupayaa hai. eek santraa liijiyee saahab.

A: nahĩĩ, bahut mahãgaa hai. aur keelee-kaa daam?

B: eek aanaa hai.

A: acchaa, eek keelaa deenaa.

Substitutions: various fruits, sweets, and cloth; other prices

3. A: bataaiyee singh saahab. yee saaRii kahãã-kii hai.

B: madraas-kii, aap-koo pasand hai?

A: mujhee madraas-kii saaRiyãã bahut pasand hãĩ.

B: bahut sundar hãĩ, aur sastii bhii.

Substitutions: various fruits, sweets, and cloth; other place names

4. A: suniyee, yee kapRaa dikhaaiyee. yee kyaa hai.

B: yee blaauz-kaa kapRaa hai.

A: nahĩĩ samjhee. blaauz kyaa hai?

B: blaauz too angreezii hai. samjhee? blaauz.

A: acchaa, samajh gayaa. bahut meharbaanii.

Substitutions: various fruits and sweets

Unit I Part D

1. Situational Response

Review questions are designed to be done as an individual conversational response drill. In the first group of each section below, the instructor, taking the role of a shopkeeper, addresses a question to a student, who, as a customer, makes some appropriate response. In the second half of each section, the instructor is a customer and the students are shopkeepers.

phal-kii dukaan-mẽẽ

phal-waalaa:

saahab, kyaa aap-koo papiitee pasand hãĩ?
aap-koo baRee phal pasand hãĩ yaa chooTee.
kyaa keelee bhii pasand hãĩ?
kyaa eek papiitaa Thiik hai?
kyaa aap-koo beer aur keelee doonõõ pasand hãĩ?
kyaa keelee-kaa daam maaluum hai?
tiin rupaee Thiik hai?
amriikaa-kee santree chooTee hãĩ yaa baRee.
kyaa amriikaa-mẽẽ baRii phal-kii dukaanẽẽ hãĩ?
kyaa daam Thiik hai?

gaahak:

kyaa phal-kii sab dukaanẽẽ chooTii hãĩ?
kyaa santree bahut taazee hãĩ?
kyaa yee phal hãĩ?
woo chooTaa phal kyaa hai.
seeb kaisee hãĩ.
kyaa papiitaa miiThaa aur taazaa hai?
kyaa sab dukaanẽẽ daahinee haath-par hãĩ?
baaẽẽ haath-par kyaa hai?
aap-kee haath-mẽẽ kyaa hai?
saat rupaee Thiik hai?

miThaaii-kii dukaan-mẽẽ

miThaaii-waalaa:

namastee saahab, aap kahããã-see hãĩ.
aap kaisee hãĩ.
kyaa aap-koo hindustaanii miThaaiyãã pasand hãĩ?
aap-koo peeRee pasand hãĩ yaa khurcan.

kyaa amriikaa-mẽẽ rasgullee-kii dukaanẽẽ hãĩ?
kyaa aap-koo yee miThaaiyãã pasand hãĩ?
caar seer Thiik hai?
deekhiyee, yee miThaaiyãã zyaadaa hãĩ yaa kam.
kyaa yee zyaadaa miiThii hai?
kyaa daam Thiik hai?

gaahak:

bangaalii rasgullee kahãã miltee hãĩ.
kyaa miThaaii taazii hai?
kyaa yee bahut miiThii hai?
aap-kee haath-mẽẽ kyaa hai.
yee chooTee peeRee kaisee hãĩ.
kyaa bangaalii rasgullee bhii hãĩ?
kyaa yee miThaaiyãã sastii hãĩ?
khurcan kaisii hai.
woo baRii miThaaii kyaa hai.
sab kitnaa paisaa huaa.

kapRee-kii dukaan-mẽẽ

kapRee-waalaa:

amriikaa-mẽẽ, aap kahãã-see hãĩ.
kyaa aap-koo madraasii saaRiyãã pasand hãĩ?
kyaa amriikaa-mẽẽ kapRee-kii dukaanẽẽ hãĩ?
aap-koo banaarsii saaRii pasand hai yaa madraasii.
kyaa is saaRii-kaa daam Thiik hai?
doonõõ saaRiyãã pasand hãĩ?
kapRee-kaa daam zyaadaa hai yaa Thiik hai.
gyaarah rupaee Thiik hai?
kyaa amriikaa-mẽẽ saaRiyãã miltii hãĩ?
kyaa kapRee-kaa daam maaluum hai?

gaahak:

kyaa yee kapRee-kii dukaan hai?
kyaa aap-koo kapRee-kii baRii dukaan maaluum hai?
woo kapRaa kyaa hai.
yee saaRii banaarsii hai yaa madraasii.
kyaa blaauz-kaa kapRaa hai?
kyaa bangaalii saaRiyãã bhii hãĩ?
sab kitnii saaRiyãã hãĩ.
aap-kee haath-mẽẽ kyaa hai.
sab kitnaa paisaa huaa.

2. Review Conversations

Review conversations are designed to provide practice in free conversation in contexts related to those covered in the text. Each individual conversation should first be practiced by a procedure like that outlined on page 30. Students may then improvise short exchanges of their own on similar topics.

dukaan-mẽẽ

1. gaahak: yee kyaa hai.
phal-waalaa: papiitaa hai.
gaahak: papiitee-kaa daam kyaa hai.
phal-waalaa: eek aanaa hai.

2. miThaaii-waalaa: kyaa yee khurcan aap-koo pasand hai?
gaahak: khurcan kyaa hai?
miThaaii-waalaa: khurcan miThaaii hai.
gaahak: miThaaii hai? acchaa, sab miThaaiyãã mujhee pasand hãĩ.

3. gaahak: kyaa rasgullee-kaa daam aap-koo maaluum hai?
amriikan: rasgullee? rasgullee-kii angreezii kyaa hai.
gaahak: rasgullee-kii angreezii too rasgullaa hai. miThaaii hai.
amriikan: acchaa. Thiik hai, leekin daam maaluum nahĩĩ.

4. gaahak: kitnaa paisaa huaa?
miThaaii-waalaa: das rupaee.
gaahak: acchaa, das rupaee liijiyee. Thiik hai?
miThaaii-waalaa: nahĩĩ, aaTh nahĩĩ, das rupaee diijiyee.

klaas-mẽẽ

5. Tiicar: aap-kii pensil kahãã hai?
widyaarthii: udhar hai, meez-par.
Tiicar: kyaa aap-kii kitaabẽẽ meez-par hãĩ?
widyaarthii: jii nahĩĩ, kursii-par hãĩ.

6. Tiicar: apnii kaapii diijiyee.
widyaarthii: kaapii-kii angreezii kyaa hai.
Tiicar: kaapii too angreezii hai, notebook. samjhee?
widyaarthii: acchaa, kaapii liijiyee.

cããdnii cauk-mẽẽ

7. amriikan: miThaaii-kii dukaan kahãã hai?
aanee-jaanee-waalaa: kyaa?
amriikan: miThaaii-kii dukaan. aap-koo maaluum hai?
aanee-jaanee-waalaa: acchaa, udhar hai, daahinii taraf.

8. aanee-jaanee-waalaa: rooTii kahãã miltii hai.
amriikan: dhiiree booliyee. rooTii-kii angreezii kyaa hai.
aanee-jaanee-waalaa: rooTii-kii angreezii bread hai. samjhee?
amriikan: acchaa, samajh gayaa. rooTii-kii dukaanẽẽ baazaar-mẽẽ hãĩ.

9. gaahak: kyaa dukaandaar hai?
aanee-jaanee-waalaa: jii nahĩĩ, aaj too nahĩĩ hai.
gaahak: woo kahãã hai.
aanee-jaanee-waalaa: dillii-mẽẽ hai.

Unit II Part A

Conversation

1 juutõõ-kii marammat.

2 nainitaal, puraanee baazaar-mẽẽ.

---

3 amriikan: bhaaii saahab, moocii kis saRak-par baiThtee hãĩ.

4 aanee-jaanee-waalaa: aglii saRak-par.

5 amriikan: kidhar.

6 aanee-jaanee-waalaa: udhar baaẽẽ haath-par bahut moocii rahtee hãĩ.

---

7 amriikan: sunoo, zaraa in juutõõ-koo Thiik karnaa bhaaii.

8 moocii: acchaa saahab, kidhar phaTaa hai.

9 amriikan: juutee-koo deekhoo, idhar.

10 moocii: kyaa aap wideešii hãĩ?

11 amriikan: hãã, mãĩ wideešii hũũ.

12 moocii: aap-koo too hindii acchii tarah aatii hai.

13 amriikan: hãã, mãĩ thooRii hindii booltaa hũũ.

---

14 amriikan: kitnaa paisaa.

15 moocii: baarah aanee, saahab.

16 amriikan: yee too zyaadaa hai bhaaii. Thiik bataaoo.

17 moocii: nahĩĩ saahab, mãĩ Thiik kah rahaa hũũ.

18 amriikan: acchaa, jaldii karoo.

19 moocii: abhii deetaa hũũ.

---

20 amriikan: deekhoo, kyaa kar rahee hoo.

21 zaraa un-par paališ bhii kar deenaa.

22 moocii: abhii kar deetaa hũũ.

23 amriikan: loo bhaaii, apnee paisee leenaa.

Vocabulary and Translation of the Conversation

amriikan	An American (m/f)
aanee-jaanee-waalaa	A passerby (m)
moocii	A shoemaker (m)

		marammat	repair (f)
		juutaa	shoe, pair of shoes
		juutõõ-kaa	of shoes
1		juutõõ-kii marammat.	Getting one's shoes fixed.
		nainitaal	Nainital (m)
		puraanaa	old
2		nainitaal, puraanee baazaar-mẽẽ.	Nainital, in the old market.
		bhaaii	brother (m)
		bhaaii saahab	my friend (address)
		baiThnaa	to sit
		baiThtee hãĩ	sit (m pl)
		saRak	street (f)
		kis	(oblique of kyaa)
		kis saRak-par	on what street
3	A:	bhaaii saahab, moocii kis saRak-par baiThtee hãĩ.	Pardon me, which street do the shoemakers sit on?
		aglaa	next
4	AJW:	aglii saRak-par.	On the next street.
5	A:	kidhar.	Which way?
		udhar	that way
		baayãã	left
		baaẽẽ haath-par	on the left hand
		rahnaa	to live, to remain
		rahtee hãĩ	live, are (m pl)
6	AJW:	udhar baaẽẽ haath-par bahut moocii rahtee hãĩ.	There are many shoemakers over there to the left.
		sunnaa	to listen
		sunoo	listen! (familiar)
		in	(oblique plural of yee)
		in juutõõ-koo	to these shoes
		Thiik karnaa	to fix
		zaraa	a little (adv)
7	A:	sunoo, zaraa in juutõõ-koo Thiik karnaa bhaaii.	Listen, would you fix these shoes?

		phaTaa	torn
8	M:	acchaa saahab, kidhar phaTaa hai.	Yes, sir, where is it torn?
		deekhnaa	to see, to look at
		deekhoo	look! (familiar)
		idhar	here (adv)
9	A:	is juutee-koo deekhoo, idhar.	Look at this shoe, right here.
10	M:	kyaa aap wideešii hãĩ?	Are you a foreigner?
		mãĩ	I
		hũũ	am
11	A:	hãã, mãĩ wideešii hũũ.	Yes, I'm a foreigner.
		aatii hai	comes (f sg)
		hindii	Hindi
		tarah	manner, way (f)
		acchii tarah	well, in a good manner
12	M:	aap-koo too hindii acchii tarah aatii hai.	You speak Hindi well.
		boolnaa	to speak
		booltaa hũũ	I speak (m)
		thooRaa	little, a little
13	A:	hãã, mãĩ thooRii hindii booltaa hũũ.	Yes, I speak a little Hindi.
14	A:	kitnaa paisaa?	How much is it?
		baarah	twelve
15	M:	baarah aanee saahab.	Twelve annas, sir.
		zyaadaa	much (adv)
		bataanaa	to tell
		bataaoo	tell! (familiar)
16	A:	yee too zyaadaa hai bhaaii. Thiik bataaoo.	But that's too much. Give me the right price.
		kahnaa	to say
		kah rahaa hũũ	I am saying (m)
17	M:	nahĩĩ saahab, Thiik kah rahaa hũũ.	No, sir. I'm giving you the right price.
		karnaa	to make
		karoo	make! (familiar)
		jaldii	haste
		jaldii karoo	make haste!
18	A:	acchaa, jaldii karoo.	All right, but hurry.

		deetaa hũũ	I give (m)
		abhii	right now (adv)
19	M:	abhii deetaa hũũ.	I'll give it to you right away.
		kar rahee hoo	you are doing (familiar)
20	A:	deekhoo, kyaa kar rahee hoo.	Look, what are you doing?
		paališ	polish (f)
		paališ karnaa	to polish
		paališ kar deenaa	to go ahead and polish
		un-par	on them
21	A:	zaraa un-par paališ bhii kar deenaa.	Put some polish on them too.
		kar deetaa hũũ	I go ahead and do it
22	M:	abhii kar deetaa hũũ.	I'll do it right away.
		leenaa	take
		loo	take! (familiar)
23	A:	loo bhaaii, apnee paisee leenaa.	Here, take your money.

Cultural Notes

Nainital, located in the Himalayan foothills of Uttar Pradesh, is one of the North Indian hill stations. Originally built as summer headquarters for British administrators, these hill stations have now become favored vacation resorts for urban residents from all over India.

Nainital is divided into two sections, a modern, Westernized section and a traditional one. The modern portions of Nainital contain Western style hotels, resorts and playgrounds. The traditional bazaar shows the architecture of the typical Himalayan hill town. Streets are steep and narrow and houses are built close together. The ordinary house has two stories; the first serves as a store or work shop, the second as a residence.

Shopkeepers in most of the bigger shops are used to dealing with a variety of tourists from all over India and from other parts of the world.

This is not the case with shoemakers who as a rule come from the poorest sector of the population. Their families usually live in neighboring hill villages where the local dialects are quite distinct from Hindi. They know only enough Hindi to carry on their business.

In our conversation the expression bhaaii saahab is used when calling to a passer-by. This is slightly more familiar than saahab. In such meetings on the street polite pronouns are used.

The shoemaker is addressed directly without preliminary greeting. Greetings are not very frequent among strangers in a bazaar. The familiar form of address used by the customer is reserved for close relatives, children, servants and very poor artisans.

Word Study

1. Adjective: nayaa new

puraanee baazaar-mẽẽ.	In the old market.
naee baazaar-mẽẽ.	In the new market.

wahãã baRii dukaanẽẽ hãĩ.	There are big shops over there.
wahãã puraanii dukaanẽẽ hãĩ.	There are old shops over there.
wahãã naii dukaanẽẽ hãĩ.	There are new shops over there.

mujhee pasand hai. bahut sundar hai.	I like it. It's very beautiful.
mujhee pasand hai. bahut puraanaa hai.	I like it. It's very old.
mujhee pasand hai. bahut nayaa hai.	I like it. It's very new.

2. Numbers

gyaarah	eleven	soolah	sixteen
baarah	twelve	satrah	seventeen
teerah	thirteen	aThaarah	eighteen
caudah	fourteen	unniis	nineteen
pandrah	fifteen	biis	twenty

3. Introduction to names

Names and forms of address are very complicated in India. Here are some general guide lines:

Men are usually addressed by their last name. Most Hindu last names are followed by the honorifics jii or saahab. Names of Moslems and foreigners are usually followed by saahab. Married and unmarried Hindu women are usually addressed by their first name followed by jii.

Men	Women
šarmaa jii	ušaa jii
guptaa jii	siitaa jii
warmaa jii	kamlaa jii
ḳhaan saahab	pušpaa jii
singh saahab	
Green saahab	

Uneducated people often use meem saahab to address Western ladies.

Pronunciation Drills

1. h

Hindi h is sometimes voiced and sometimes voiceless. English h is always voiceless. Voiced h occurs at the beginning of a syllable; voiceless h occurs at the end of a syllable.

Voiced		Voiceless	
hũũ	gaahak	kah	kahnaa
hoo	saahab	rah	rahnaa
hindii	nahĩĩ	tarah	dohraanaa
	bahut		
	daahinaa		

Some speakers of English have a voiced h in the forms huh and uh huh.

1.1 Voiced

A. Imitation drill

kahãã	kahaa	rahaa
wahãã	kahee	rahee
yahãã	kahii	rahii
nahĩĩ	bahut	gaahak
yahĩĩ	bahan	saahab
kahĩĩ	šahar	joohar

B. Imitation drill

hii	hũũ	ham	hootaa
hai	hãã	har	hootee
hoo	hãĩ	haj	hootii

C. Buildup drill

aaiyee/saahab

daahinee haath-par/miltee hãĩ.

bahut/taazaa hai/saahab.

bahut/taazee/hãĩ/saahab.

kyaa/yee/mahãgii hai.

hãã,/bahut/mahãgii hai.

kyaa/woo/mahãgii hãĩ.

nahĩĩ,/bahut/mahãgii/nahĩĩ.

D. Additive drill

Add kahãã hai.

Instructor: phal-kii dukaan.
Class: phal-kii dukaan kahãã hai.

kapRee-kii dukaan
miThaaii-kii dukaan
rooTii-kii dukaan
acchaa moocii
amriikan kitaab
mahãgii saaRii

E. Additive drill

Add hãã.

Instructor: kaafii hai.
Class: hãã, kaafii hai.

taazaa hai.
pakkee hãĩ.
miiThii hãĩ.
chooTii hai.

baRaa hai.
naee hãĩ.
acchii hãĩ.
mahãgaa hai.

F. Additive drill

Repeat Drill E adding nahĩĩ.

Instructor: kaafii hai.
Class: nahĩĩ, kaafii nahĩĩ hai.

1.2 Voiceless

A. Additive drill

Add rahtee.

Instructor: udhar bahut moocii hãĩ.
Class: udhar bahut moocii rahtee hãĩ.

udhar bahut phal-waalee hãĩ.
udhar bahut kapRee-waalee hãĩ.
udhar bahut miThaaii-waalee hãĩ.

udhar bahut wideešii hãĩ.
udhar bahut dukaandaar hãĩ.
udhar bahut widyaarthii hãĩ.

B. Additive drill

Add Thiik kahtaa hai.

Instructor: moocii
Class: moocii Thiik kahtaa hai.

gaahak
wideešii
dukaandaar

phal-waalaa
kapRee-waalaa
miThaaii-waalaa

C. Individual production

Each student counts from 11 to 18.

D. Buildup drill

kyaa/kah/rahee hoo.

kahãã/rah/rahee hoo.

aap-koo/hindii/acchii tarah/aatii hai.

daahinee haath-par/bahut moocii/rahtee hãĩ.

nahĩĩ/saahab,/mãĩ/Thiik/kah/rahaa hũũ.

2. uu

A. Imitation drill

puuch
bhuut
Tuut
thuuk

thuun
khuun
khuub
duuj

suur
muur
duur
cuur

mazduur
maaluum
maasuum
zaituun

puuchaa
puuchee
puuchii
puuchĩĩ

juutaa
TuuTaa
juutee
TuuTee

šuruu
sapuut
sabuut
zaruur

B. Buildup drill

aap/šuruu/kiijiyee.
ušaa jii/šuruu/kartii hãĩ.
zaruur,/urduu/booltaa hai.
in/juutõõ-koo/Thiik karnaa.
is/juutee-koo/deekhoo.
eek/sawaal/puuchiyee.

2.1 ũũ

This is the nasalized counterpart of uu. Compare the following pairs of words as the instructor reads them:

šuruu	beginning	urduu	Urdu
karũũ	Should I do it?	dũũ	Should I give it?

A. Imitation drill

dũũ
lũũ
yũũ
hũũ
pũũch
phũũs
bhũũs
bhũũj
karũũ
kahũũ
rahũũ
sunũũ
khaaũũ
jaaũũ
beecũũ
puuchũũ
bataaũũ
bulaaũũ
dikhaaũũ
dohraaũũ

B. Additive drill

Add hũũ.

Instructor: wideešii
Class: wideešii hũũ.

gaahak
saahab
dukaandaar
widyaarthii

C. Additive drill

Repeat Drill B, adding mãĩ . . . hũũ.

D. Additive drill (men)

Add mãĩ . . . hũũ.

singh
khaan
warmaa
šarmaa
guptaa
phal-waalaa
kapRee-waalaa
miThaaii-waalaa
aanee-jaanee-waalaa

E. Additive drill (women)

Add mãĩ . . . hũũ.

uušaa
siitaa
kamlaa
pušpaa
phal-waalii
miThaaii-waalii
aanee-jaanee-waalii

3. th

This is the aspirated counterpart of the dental consonant t. Listen to the following pairs of words as the instructor reads them:

tam	dark	tooRaa	broken
tham	pillar	thooRaa	less, few
kataa	spun	maataa	mother
kathaa	sermon	maathaa	forehead

A. Imitation drill

thuuk
thoop
thaar
thar
thak
than

thooRaa
thooRee
thooRii
thakii
thakee
thakaa

mathaa
mathee
mathii
mathuraa

B. Additive drill

Add kyaa and a question intonation.

Instructor: thooRii hindii booltee hãĩ.
Class: kyaa thooRii hindii booltee hãĩ?

Instructor: thooRaa phal khaatee hãĩ.
thooRee juutee Thiik kartee hãĩ.
thooRii saaRiyãã khariidtee hãĩ.
thooRaa kaam kartee hãĩ.
thooRee keelee beectee hãĩ.

4. th-Th contrasted

Listen to the following pairs of words as the instructor reads them:

thii	was (f)	paathaa	moulded
Thiik	all right	paaThaa	a fat animal
thaanaa	police station		
Thaanaa	determined		

A. Buildup drill

thooRaa/phal/laataa hai.
thooRaa/phal/khaataa hai.
thooRii/khurcan/laataa hai.
thooRii/khurcan/khaataa hai.
thooRii/miThaaii/laataa hai.
thooRii/miThaaii/khaataa hai.

yee/mathuraa-kii/miThaaii hai.
yee/miThaaiyãã/mathuraa-see hãĩ.
woo/widyaarthii/Thiik hai.
woo/widyaarthii/Thiik-see/baiThtee hãĩ.
tum/Thiik/baiThoo.
widyaarthii/kahãã/baiThtee hãĩ.

5. The -taa participle

A. Imitation drill

aataa
khaataa
jaataa
laataa
leetaa
deetaa
dhootaa

bulaataa
bataataa
dikhaataa
dhulaataa
dohraataa

beectaa
puuchtaa
booltaa
deekhtaa
baiThtaa

suntaa
gintaa
miltaa
kartaa
bajtaa
samajhtaa
likhtaa
ruktaa
rahtaa

B. Additive drill

The class adds woo . . . hai to the verbs above.

Instructor: aataa
Class: woo aataa hai.

C. Additive drill

The instructor gives the masculine plural forms of the verbs above and the class adds singh jii . . . hãĩ.

Instructor: aatee
Class: singh jii aatee hãĩ.

D. Additive drill

The instructor gives the feminine forms of the verbs above and the class adds siitaa jii . . . hãĩ.

Instructor: aatii
Class: siitaa jii aatii hãĩ.

6. Medial bh

A. Imitation drill

abhii
sabhii
tabhii
kabhii

goobhii
loobhii
duubhar
sããbhar

B. Additive drill

Add abhii.

Instructor: jaataa hai.
Class: abhii jaataa hai.

khaataa hai.
kartaa hai.
beectaa hai.
dikhaataa hai.

deetii hai.
suntii hai.
booltii hai.
dohraatii hai.

laatee hãĩ.
baiThtee hãĩ.
khariidtii hãĩ.
baiThtii hãĩ.

deekhtii hãĩ.
leetii hãĩ.
samajhtee hãĩ.
bataatee hãĩ.

7. w

This sound differs from speaker to speaker. In the speech of some, it is similar to English w. In the speech of others it sounds like English v. A third group of speakers uses both sounds, the choice depending on the position of the sound in the word. The class should imitate the instructor as closely as possible, pronouncing this sound in whatever way he does.

A. Imitation drill

woo
wardii
warmaa
wahãã
wacan
wideešii
widyaarthii

sawaal
jawaab
dawaa
tawaa
juutee-waalaa
kapRee-waalaa
miThaaii-waalaa

itwaar
patwaar
puurwaj
phal-waalaa

chaTwaayaa
chaTwaaee
chaTwaaii
caTwaaii
caTwaaee
caTwaayaa

B. Buildup drill

warmaa jii/wideešii hãĩ.

woo/phal-waalaa/wahãã hai.

kyaa/woo/widyaarthii/wahãã hai?

woo/wideešii/sawaal/puuchtaa hai.

woo/widyaarthii/jawaab/deetaa hai.

kyaa/woo/wideešii/warmaa jii hãĩ?

C. Additive drill

Add kyaa woo and question intonation to the statements given by the instructor.

Instructor: wideešii wahãã hai.
Class: kyaa woo wideešii wahãã hai?

juutee-waalaa wahãã hai.
kapRee-waalaa wahãã hai.
miThaaii-waalaa wahãã hai.
phal-waalaa wahãã hai.
aanee-jaanee-waalaa wahãã hai.

8. oo

Avoid pronouncing this vowel with an u-sound at the end as in English. The Hindi speaker hears this as oou.

A. Imitation drill

oo
woo
loo
hoo
koo
too
doo
dhoo

kooT
loog
bool
zoor

chooTaa
chooTee
chooTii
thooRii
thooRee
thooRaa

B. Additive drill

Add oo.

Instructor: khaa.
Class: khaaoo.

jaa
lee
dee
dhoo

bulaa
dikhaa
dhulaa
dohraa

beec
puuch
bool
baiTh

mil
likh
ruk
rah

9. Long vowel sequences

A. Expansion drill

loo.
beer.
doo
woo

doo.
seeb
tiin
yee

aap-kee hãĩ.
seeb
woo

Thiik hãĩ?
daam
beer-kaa
kyaa

cauk-mẽẽ hãĩ.
loog
biis
woo

peeRee hãĩ.
doonõõ
yee

kaisee hĩĩ.
aap
siitaa jii

booltii hãĩ.
zyaadaa
siitaa jii

laatii hãĩ.
paisee
biis
siitaa jii

miltee hãĩ.
baazaar-mẽẽ
keelee
zyaadaa

maaluum hai?
aap-koo
baazaar
doo
woo
kyaa

beectee hãĩ.
cauk-mẽẽ
cããdnii cauk
juutee-waalee

jaataa hai.
siidhaa
jaanee-waalaa
aanee
woo

Grammar Drills

1. The personal pronoun mãĩ; the auxiliary verb hũũ

hũũ 'am' is the form of hai used with mãĩ 'I.' Since its only meaning is 'am' the subject is unambiguously 'I' even when no pronoun is used.

mãĩ amriikaa-see hũũ. (or) amriikaa-see hũũ.

Referring to himself a man uses masculine adjectives and nouns, a woman uses feminine forms.

mãĩ acchaa phal-waalaa hũũ.
mãĩ acchii phal-waalii hũũ.

A. Substitution drill

I'm a student.

mãĩ (widyaarthii) hũũ.
wideešii
amriikan
hindustaanii
paakistaanii
dukaandaar

B. Substitution drill: (men)

I'm a good student in class.

klaas-mẽẽ mãĩ (acchaa widyaarthii) hũũ.
hindii-kaa widyaarthii
phal-waalaa
miThaaii-waalaa
kapRee-waalaa
moocii

C. Substitution drill: (women)

I'm a new student.

mãĩ (naii widyaarthii) hũũ.
chooTii amriikan
phal-waalii
miThaaii-waalii
acchii

D. Individual response drill

dukaandaar: aap kahãã-kee (ii) hãĩ. Where are you from?
gaahak: mãĩ nainiitaal-kaa(ii) hũũ. I'm from Nainital.

dukaandaar: aap kahãã-kee(ii) hãĩ.
gaahak: mãĩ banaaras-kaa(ii) hũũ.

E. Individual response drill

Repeat Drill D, omitting mãĩ from the answer.

dukaandaar: aap kahãã-kee(ii) hãĩ.
gaahak: madraas-kaa(ii) hũũ.

F. Individual response drill: mãĩ, aap

Tiicar:	mãĩ Tiicar hũũ. aap kyaa hãĩ.	I'm a teacher. What are you?
widyaarthii:	mãĩ widyaarthii hũũ.	I'm a student.

Tiicar: mãĩ acchaa hũũ. aap kaisee hãĩ.
widyaarthii: mãĩ bhii acchaa(ii) hũũ.

mãĩ hindustaan-see hũũ. aap kahãã-see hãĩ.
mãĩ hindii-kii klaas-mẽẽ hũũ. aap kahãã hãĩ.
mãĩ Thiik hũũ. aap kaisee hãĩ.
mãĩ phal-waalaa hũũ. aap kyaa hãĩ.
mãĩ amriikaa-mẽẽ hũũ. aap kahãã hãĩ.
mãĩ saahab hũũ. aap kyaa hãĩ.
mãĩ dillii-kaa hũũ. aap kahãã-kee hãĩ.

G. Individual response drill: mãĩ, aap

Repeat Drill F. in reverse.

Tiicar: aap widyaarthii hãĩ. mãĩ kyaa hũũ.
widyaarthii: aap Tiicar hãĩ.

H. Double substitution agreement drill: negative of mãĩ . . . hũũ, aap . . . hãĩ

I'm not a foreigner.

(mãĩ) (wideešii) nahĩĩ hũũ.
aap
amriikan
mãĩ
amriikaa-see
aap
hindustaanii
mãĩ
hindustaan-see
aap
hindustaan-mẽẽ

I. Individual response drill: mãĩ, aap

Each student responds with an appropriate answer, either affirmative or negative. If the answer is negative, he adds the correct answer.

Instructor: Are you a Hindi student?
Student: Yes, I'm a Hindi student.

Tiicar: kyaa aap hindii-kee(ii) widyaarthii hãĩ?
widyaarthii: jii hãã, (mãĩ) hindii-kaa(ii) widyaarthii hũũ.

Tiicar: kyaa aap hindustaan-mẽẽ hãĩ?
widyaarthii: jii nahĩĩ, aap dukaandaar nahĩĩ, aap Tiicar hãĩ.

Tiicar: kyaa mãĩ hindustaan-kaa hũũ?
kyaa aap hindustaan-kee(ii) hãĩ?
kyaa aap hindii-kii klaas-mẽẽ hãĩ?
kyaa mãĩ hindii-kaa widyaarthii hũũ?
kyaa aap Thiik hãĩ?
kyaa aap paakistaan-mẽẽ hãĩ?

kyaa mãĩ moocii hũũ?
kyaa aap widyaarthii hãĩ?
kyaa aap acchee(ii) widyaarthii hãĩ?
kyaa mãĩ mathuraa-see hũũ?
kyaa aap dukaan-mẽẽ hãĩ?

J. Chain drill: yee, woo

Each student asks his neighbor a question about someone in the class. A dash indicates that the name of a student in the class is to be asked.

Tiicar:	--- saahab kahãã-kee hãĩ.	Where is Mr. --- from?
widyaarthii:	yee amriikaa-kee hãĩ.	He's from America.
Tiicar:	mis --- kyaa hai.	
widyaarthii:	yee hindii-kii widyaarthii hãĩ.	
Tiicar:	kyaa mis --- acchii widyaarthii hãĩ?	
widyaarthii:	jii hãã, yee bahut acchii widyaarthii hãĩ.	

K. Chain drill: mãĩ, aap, yee, woo

Each student asks his neighbor a question about the neighbor, himself, or another student in the class.

Tiicar:	kyaa mãĩ moocii hũũ?	Am I a shoemaker?
widyaarthii:	jii nahĩĩ, aap Tiicar hãĩ.	No, you're a teacher.
Tiicar:	--- saahab kahãã hãĩ.	
widyaarthii:	yee klaas-mẽẽ hãĩ.	
Tiicar:	aap kaisee hãĩ.	
widyaarthii:	Thiik hũũ.	

2. Familiar verbal request forms

The familiar request form has the ending -oo which is added to the verbal root. The verbs leenaa and deenaa have the special forms loo and doo. This type of request is more familiar than the neutral form ending in -naa. It is used when talking to children or servants such as hotel bearers, restaurant waiters or poor craftsmen like the shoemaker shown in the pictures. It may also be employed with one's equals as a sign of intimacy or familiarity.

Thiik bataaoo.
jaldii karoo.
yee deekhoo.
sunoo.

A. Transformation drill: neutral to familiar

Instructor	Class
Listen.	Listen.
sunnaa.	sunoo.
kahnaa.	kahoo.

laanaa.	laaoo.
aanaa.	aaoo.
boolnaa.	booloo.
baiThnaa.	baiThoo.
puuchnaa.	puuchoo.
deekhnaa.	deekhoo.
dikhaanaa.	dikhaaoo.
bataanaa.	bataaoo.
leenaa.	loo.
deenaa.	doo.

B. Transformation drill: familiar to neutral

Repeat Drill A in reverse.

C. Transformation drill: polite to familiar

The polite form of these requests would be used by a university professor. The familiar form would be used by a primary or secondary school teacher.

Instructor	Class
Please come in.	Come in.
andar aaiyee.	andar aaoo.
wahãã baiThiyee.	wahãã baiThoo.
hindii booliyee.	hindii booloo.
šuruu kiijiyee.	šuruu karoo.
sawaal puuchiyee.	sawaal puuchoo.
jawaab diijiyee.	jawaab doo.
Thiik kahiyee.	Thiik kahoo.
jaldii kiijiyee.	jaldii karoo.
kitaab deekhiyee.	kitaab deekhoo.
pensil liijiyee.	pensil loo.
Thiik bataaiyee.	Thiik bataaoo.

D. Transformation drill: familiar to polite

Repeat Drill C in reverse.

3. The -taa participle plus hai.

The -taa participle is formed by the addition of -taa (ee, ii) to the verb root. The grammatical function of present participles is similar to that of adjectives. Endings vary with masculine and feminine singular and plural subjects:

woo acchaa hai.	woo hindii booltaa hai.	He speaks Hindi.
woo acchii hai.	woo hindii booltii hai.	She speaks Hindi.
aap acchee hãĩ.	aap hindii booltee hãĩ.	You speak Hindi.
aap acchii hãĩ.	aap hindii booltii hãĩ.	You speak Hindi.

Verbal constructions consisting of the -taa participle followed by hai most commonly indicate customary action as in the above examples. They may also be used to lend an air of definiteness to a promise as in abhii deetaa hũũ, literally, 'I'm giving it to you right now,' just as in English we sometimes say 'I'm coming,' before we've started to move.

daahinee haath-par miltee hãĩ.
moocii kahãã baiThtee hãĩ.
mãĩ thooRii hindii booltaa hũũ.
abhii deetaa hũũ.

A. Conversational response drill

Instructor	Class
The shoemaker is good.	He speaks Hindi.
moocii acchaa hai.	woo hindii booltaa hai.
saahab acchee hãĩ.	booltee hãĩ.
phal-waalii acchii hai.	booltii hai.
meem saahab acchii hãĩ.	booltii hãĩ.
moocii acchee hãĩ.	booltee hãĩ.
wideešii acchaa hai.	booltaa hai.
ušaa jii acchii hãĩ.	booltii hãĩ.
warmaa jii acchee hãĩ.	booltee hãĩ.
aanee-jaanee-waalaa acchaa hai.	booltaa hai.
singh saahab acchee hãĩ.	booltee hãĩ.
kamlaa jii acchii hãĩ.	booltii hãĩ.

B. Conversational response drill

Note that -waalaa is preceded by the oblique form of the noun.

Instructor	Class
What does the cloth-seller sell?	He sells cloth.
kapRee-waalaa kyaa beectaa hai.	kapRaa beectaa hai.
phal-waalaa kyaa beectaa hai.	phal beectaa hai.
miThaaii-waalee kyaa beectee hãĩ.	miThaaii beectee hãĩ.
phal-waalii kyaa beectii hai.	phal beectii hai.
juutee-waalaa kyaa beectaa hai.	juutee beectaa hai.
kursii-waalee kyaa beectee hãĩ.	kursiyãã beectee hãĩ.
hindii-waalee kyaa booltee hãĩ.	hindii booltee hãĩ.
urduu-waalaa kyaa booltaa hai.	urduu booltaa hai.

C. Conversational response drill

Instructor	Men
Give it to me.	I'll give it to you right away.
deenaa.	abhii deetaa hũũ.
karnaa.	kartaa
kahnaa.	kahtaa
khaanaa.	khaataa
leenaa.	leetaa
boolnaa.	booltaa
deekhnaa.	deekhtaa
dikhaanaa.	dikhaataa
bataanaa.	bataataa
kar deenaa.	kar deetaa

D. Conversational response drill

Instructor	Women
deenaa.	abhii deetii hũũ.
karnaa.	kartii
kahnaa.	kahtii
khaanaa.	khaatii
leenaa.	leetii
boolnaa.	booltii
deekhnaa.	deekhtii
dikhaanaa.	dikhaatii
bataanaa.	bataatii
kar deenaa.	kar deetii

E. Conversational response drill

Repeat Drills C and D, the instructor giving the polite request form instead of the neutral.

Instructor	Men	Women
diijiyee.	abhii deetaa hũũ.	abhii deetii hũũ.

F. Conversational response drill: (men)

Instructor	Men
Do you speak Hindi?	Yes, I speak Hindi.
kyaa aap hindii booltee hãĩ?	jii hãã, mãĩ hindii booltaa hũũ.
kyaa aap angreezii booltee hãĩ?	angreezii booltaa hũũ.
kyaa aap amriikaa-mẽẽ rahtee hãĩ?	amriikaa-mẽẽ rahtaa hũũ.
kyaa aap papiitee khaatee hãĩ?	papiitee khaataa hũũ.
kyaa aap hindii samajhtee hãĩ?	hindii samajhtaa hũũ.
kyaa aap bahut miThaaii khaatee hãĩ?	bahut miThaaii khaataa hũũ.

G. Conversational response drill

Repeat Drill F with the women in the class responding.

Instructor	Women
kyaa aap hindii booltii hãĩ?	jii hãã, mãĩ hindii booltii hũũ.

H. Substitution-agreement drill: masculine and feminine plural

Where do the shoemakers sit?

(moocii) kahãã baiThtee hãĩ?
kapRee-waalee
uŠaa jii
guptaa jii
ḳhaan saahab
kamlaa jii
meem saahab
warmaa jii

Continue with names of students in the class.

I. Substitution-agreement drill: masculine, feminine; singular, plural

Good cloth is found in that direction.

(acchaa kapRaa) udhar miltaa hai.
taazee papiitee
naii kitaabẽẽ
sastaa kaaġaz
taazii miThaaii
miiThee santree
mahãgii saaRiyãã
pakkaa phal
chooTee peeRee
amriikaa-kii paališ
hindustaanii juutee
acchii pensilẽẽ

J. Substitution drill

You can find it to the right.

(daahinee haath-par) miltaa hai.
baaẽẽ haath-par
baazaar-mẽẽ
phal-kii dukaan-par
idhar
udhar
yahãã
wahãã

K. Chain drill

Each student adds an appropriate adjective to the noun given by the instructor.

Instructor: bread
Foreigner: Where can I find some fresh bread?
Passerby: To the right.

Instructor: rooTii
wideešii: taazii rooTii kahãã miltii hai.
aanee-jaanee-waalaa: daahinee haath-par.

Instructor: rasgullee
wideešii: sastee rasgullee kahãã miltee hãĩ.
aanee-jaanee-waalaa: miThaaii-kii dukaan-par.

Instructor:

saaRiyãã
phal
juutee
paališ
kitaabẽẽ
khurcan
beer
seeb
kapRaa
blaauzẽẽ
kaag̣az
santree

3.1 Negative of the -taa participle construction

The negative of the -taa participle construction contains the particle nahĩĩ before the participle but usually does not contain a form of hai. The use of hai makes the statement emphatic.

mãĩ hindii nahĩĩ booltaa.	I don't speak Hindi.
mãĩ hindii nahĩĩ booltaa hũũ.	I don't speak Hindi.

In negative-positive contrasting statements, hai does not occur in the first statement.

mãĩ hindii nahĩĩ booltaa, angreezii booltaa hũũ.	I don't speak Hindi; I speak English.

A. Conversational response drill

Repeat Drill A, 3, p. 109, the class responding with the negative. Substitute angreezii for hindii.

Instructor	Class
The shoemaker is good.	He doesn't speak English.
moocii acchaa hai.	woo angreezii nahĩĩ booltaa.

B. Conversational response drill

Instructor	Class
Does the cloth seller sell fruit?	No, he doesn't sell fruit. He sells cloth.
kyaa kapRee-waalaa phal beectaa hai?	jii nahĩĩ, phal nahĩĩ beectaa. kapRaa beectaa hai.

kyaa miThaaii-waalee juutee beectee hãĩ?
kyaa phal-waalii miThaaii beectii hai?
kyaa juutee-waalaa kapRaa beectaa hai?
kyaa kursii-waalaa meezẽẽ beectaa hai.
kyaa hindii-waalaa angreezii booltaa hai?

C. Individual conversational response drill

Instructor: Do you speak Hindi?
Student: No, not Hindi; I speak only English.

Tiicar: aap hindii booltee(ii) hãĩ?
widyaarthii: nahĩĩ, hindii nahĩĩ. sirf angreezii booltaa(ii) hũũ.

Tiicar: aap hindustaan-mẽẽ rahtee(ii) hãĩ?
widyaarthii: nahĩĩ, hindustaan-mẽẽ nahĩĩ. amriikaa-mẽẽ rahtaa(ii) hũũ.

Tiicar: aap miThaaii khaatee(ii) hãĩ?
aap papiitee khaatee(ii) hãĩ?
aap bahut hindii samajhtee(ii) hãĩ?
aap klaas-mẽẽ daahinee (baaẽẽ) haath-par baiThtee(ii) hãĩ?
aap paakistaan-mẽẽ rahtee(ii) hãĩ?
aap paakistaan-kii urduu booltee(ii) hãĩ?

D. Chain drill

The scene is Mathura. Each student asks the next if he lives in a certain city. The answer is either yes or no.

Foreigner: Do you live in Delhi?
Indian: No, I don't live in Delhi. I live in Nainital.

wideešii: kyaa aap dillii-mẽẽ rahtee(ii) hãĩ?
hindustaanii: jii nahĩĩ. dillii-mẽẽ nahĩĩ rahtaa(ii). nainiitaal-mẽẽ rahtaa(ii) hũũ.

wideešii: kyaa aap yahãã rahtee(ii) hãĩ?
hindustaanii: jii hãã, yahãã rahtaa(ii) hũũ.

4. The oblique of adjectives

Marked adjectives that precede a masculine noun in a postpositional phrase have the oblique ending -ee. Those preceding a feminine noun, as well as all unmarked adjectives, do not change.

puraanee-baazaar-mẽẽ
aglii saRak-par

A. Transformation drill: marked masculine

Instructor	Class
The papaya is fresh.	How much is a fresh papaya?
yee papiitaa taazaa hai.	taazee papiitee-iaa daam kyaa hai.
pakkaa	pakkee
acchaa	acchee

baRaa	baRee
dillii-kaa	dillii-kee
baazaar-kaa	baazaar-kee
dukaan-kaa	dukaan-kee
nainiitaal-kaa	nainiitaal-kee

B. Transformation drill: marked feminine

Instructor	Class
The sari is expensive.	How much is an expensive sari?
yee saaRii mahãgii hai.	mahãgii saaRii-kaa daam kyaa hai.
acchii	acchii
sastii	sastii
madraas-kii	madraas-kii
banaaras-kii	banaaras-kii

C. Transformation drill: unmarked

Instructor	Class
The sari is beautiful.	How much is a beautiful sari?
saaRii sundar hai.	sundar saaRii-kaa daam kyaa hai.
kapRaa sundar hai.	sundar kapRee-kaa
juutaa hindustaanii hai.	hindustaanii juutee-kaa
blaauz banaarsii hai.	banaarsii blaauz-kaa
papiitaa ḳharaab hai.	ḳharaab papiitee-kaa
seeb madraasii hai.	madraasii seeb-kaa

D. Double substitution-agreement drill

The shoemakers sit on the next street.

moocii (aglii) (saRak-par) baiThtee hãĩ.

baazaar-mẽẽ

naee

šahar-mẽẽ

puraanee

kursii-par

E. Double substitution-agreement drill

There are many people in the old market place.

bahut loog (puraanee) (baazaar)-mẽẽ hãĩ.

dukaan

naii

šahar

aglee

cauk

baRee

5. Oblique singular of yee, woo, kyaa

The oblique singular forms of the pronouns yee, woo, and kyaa are is, us and kis respectively.

is saaRii-kaa daam kyaa hai.
is juutee-koo deekhoo.
zaraa us-par paališ bhii kar deenaa.
moocii kis saRak-par baiThtee hãĩ.

A. Transformation drill: direct to oblique

hindustaanii	wideešii
This is a fruit.	What's its name?
yee phal hai.	is-kaa naam kyaa hai.
woo miThaaii hai.	us-kaa
woo kapRaa hai.	us-kaa
yee saRak hai.	is-kaa
woo šahar hai.	us-kaa
yee cauk	is-kaa
woo baazaar hai.	us-kaa

B. Transformation drill: oblique to direct

hindustaanii	wideešii
This is a fruit.	What's the name of this fruit?
yee phal hai.	is phal-kaa naam kyaa hai.
woo miThaaii hai.	us miThaaii-kaa
yee kapRaa hai.	is kapRee-kaa
yee phal-waalaa hai.	is phal-waalee-kaa
yee moocii hai.	is moocii-kaa
woo kapRee-waalaa hai.	us kapRee-waalee-kaa
yee šahar-hai.	is šahar-kaa
yee baazaar hai.	is baazaar-kaa
woo miThaaii-waalaa hai.	us miThaaii-waalee-kaa

C. Conversational response drill: is, us

dukaandaar	gaahak
This is a new pair of shoes.	How much is this new pair of shoes?
yee nayaa juutaa hai.	is naee juutee-kaa daam kyaa hai.
woo hindii-kii kitaab hai.	us hindii-kii kitaab-kaa
yee taazaa papiitaa hai.	is taazee papiitee-kaa
yee sastaa kapRaa hai.	is sastee kapRee-kaa
woo taazii miThaaii hai.	us taazii miThaaii-kaa
yee acchii paališ hai.	is acchii paališ-kaa
woo banaarsii saaRii hai.	us banaarsii saaRii-kaa
yee seeb pakkaa hai.	is pakkee seeb-kaa
woo kitaab puraanii hai.	us puraanii kitaab-kaa

D. Conversational response drill: is, us

The class responses are the same as those of Drill C.

dukaandaar	gaahak
This pair of shoes is new.	How much is this new pair of shoes?
yee juutaa nayaa hai.	is naee juutee-kaa
yee kitaab hindii-kii hai.	is hindii-kii kitaab-kaa
yee papiitaa taazaa hai.	is taazee papiitee-kaa
woo kapRaa sastaa hai.	us sastee kapRee-kaa
woo miThaaii taazii hai.	us taazii miThaaii-kaa
yee paališ acchii hai.	is acchii paališ-kaa
woo saaRii banaarsii hai.	us banaarsii saaRii-kaa
yee seeb pakkaa hai.	is pakkee seeb-kaa
woo kitaab puraanii hai.	us puraanii kitaab-kaa

E. Conversational response: kis

hindustaanii	hindustaanii
There's a lot of fruit in this store.	In which store?
is dukaan-mẽẽ bahut phal hãĩ.	kis dukaan-mẽẽ.
is saRak-par bahut moocii baiThtee hãĩ.	kis saRak-par.
singh saahab us šahar-see aatee hãĩ.	kis šahar-see.
šarmaa jii us juutee-kii dukaan-mẽẽ hãĩ.	kis juutee-kii dukaan-mẽẽ.
moocii us juutee-par paališ kar deetaa hai.	kis juutee-par.
us kursii-par banaarsii saaRiyãã hãĩ.	kis kursii-par.

F. Chain drill: kis, is, us

gaahak:	is-kaa daam kyaa hai.	What's the price?
dukaandaar:	kis-kaa.	Of what?
gaahak:	is seeb-kaa.	Of this apple.
gaahak:	us-kaa daam kyaa hai.	
dukaandaar:	kis-kaa.	
gaahak:	us saaRii-kaa.	

G. Chain drill: kis, is, us

gaahak:	is-kaa naam kyaa hai.	What do you call it?
dukaandaar:	kis-kaa.	Call what?
gaahak:	is phal-kaa.	This fruit.
dukaandaar:	is-kaa naam beer hai.	It's called ber.
gaahak:	us-kaa naam kyaa hai.	
dukaandaar:	kis-kaa.	
gaahak:	us miThaaii-kaa.	
dukaandaar:	us-kaa naam peeRaa hai.	

6. -koo as an object marker

Noun constructions in Hindi sentences may serve either as subjects or as objects. The subject always agrees with the verb; the object does not. While the subject is always in the direct case and never followed by a postposition, the object, if inanimate, may or may not be followed by a postposition.

seeb khaaiyee. (or) seeb-koo khaaiyee.
yee juutaa deekhoo. (or) is juutee-koo deekhoo.

The difference in meaning is one of style. -koo constructions serve to emphasize the object.

When the object is a person, -koo is required.

saahab-koo deekhoo.

A. Transformation drill: oblique to direct

Instructor	Class
Look at this shoe.	Look at this shoe.
juutee-koo deekhnaa.	juutaa deekhnaa.
seeb-koo khaanaa.	seeb khaanaa.
kapRee-koo dikhaanaa.	kapRaa dikhaanaa.
paisee-koo deenaa.	paisaa deenaa.
phal-koo ḳhariidnaa.	phal ḳhariidnaa.
papiitee-koo deenaa.	papiitaa deenaa.
is khurcan-koo deenaa.	yee khurcan deenaa.
us miThaaii-koo ḳhariidnaa.	woo miThaaii ḳhariidnaa.
us aanee-koo deenaa.	woo aanaa deenaa.
is saaRii-koo dikhaanaa.	yee saaRii dikhaanaa.
is keelee-koo khaanaa.	yee keelaa khaanaa.
us blaauz-kee kapRee-koo deekhnaa.	woo blaauz-kaa kapRaa deekhnaa.
us acchee phal-koo deekhnaa.	woo acchaa phal deekhnaa.
is miiThee santree-koo khaanaa.	yee miiThaa santraa khaanaa.
is hindii-kii ḳitaab-koo dikhaanaa.	yee hindii-kii ḳitaab dikhaanaa.
us naee paisee-koo leenaa.	woo nayaa paisaa leenaa.
us taazii miThaaii-koo ḳhariidnaa.	woo taazii miThaaii ḳhariidnaa.
is pakkee papiitee-koo deenaa.	yee pakkaa papiitaa deenaa.

B. Transformation drill: direct to oblique

Repeat Drill A in reverse, using the polite request pattern.

Instructor	Class
juutaa deekhiyee.	juutee-koo deekhiyee.

7. kitnaa (ee, ii) 'how much, how many'

kitnaa is a marked adjective.

kitnaa paisaa.
aap kitnii hindii booltee hãĩ.

A. Substitution-agreement drill: singular

How much money is there?

kitnaa (paisaa) hai.

paališ
kapRaa
khurcan
miThaaii
phal

B. Substitution-agreement drill: plural

How many pice are there?

kitnee (paisee) hãĩ.

saaRiyãã
juutee
baazaar
kitaabẽẽ
miThaaiyãã
phal
kapRee
šahar
blaauzẽẽ

C. Substitution-agreement drill: singular and plural

How many shoes are there?

kitnee (juutee) hãĩ.

pensilẽẽ
miThaaii
kapRaa
paališ
paisaa

kursiyãã
baazaar
khurcan
widyaarthii
blaauz-kee kapRee

D. Conversational response drill

hootaa is the -taa participle of the verb hoonaa 'to become, to exist.'

Instructor	Class
How much is one and one?	Two.
eek aur eek kitnee hootee hãĩ.	doo hãĩ.
doo aur doo kitnee hootee hãĩ.	caar hãĩ.
doo aur tiin kitnee hootee hãĩ.	pããc hãĩ.
caar aur caar kitnee hootee hãĩ.	aaTh hãĩ.
pããc aur chah kitnee hootee hãĩ.	gyaarah hãĩ.
saat aur saat kitnee hootee hãĩ.	caudah hãĩ.
saat aur nau kitnee hootee hãĩ.	soolah hãĩ.
das aur das kitnee hootee hãĩ.	biis hãĩ.
gyaarah aur gyaarah kitnee hootee hãĩ.	baaiis hãĩ.
baarah aur teerah kitnee hootee hãĩ.	paacciis hãĩ.

E. Chain drill

The answer must be 25 or less.

Instructor: teerah aur doo kitnee hootee hãĩ. How much are 13 and 2?
1st Student: pandrah hãĩ. 15.

1st Student: doo aur aaTh kitnee hootee hãĩ.
2nd Student: das hãĩ.

Rapid Response

The questions below are based on the conversation juutõõ-kii marammat. The students should have no difficulty in responding readily since the answers are often verbatim parts of the conversation itself. Any appropriate answer, however, is acceptable. These questions also serve incidentally as a test of how well the conversation has been memorized.

Group 1

kyaa nainitaal-mẽẽ nayaa baazaar hai?

amriikan saahab aanee-jaanee-waalee-see kyaa puuchtee hãĩ.

aanee-jaanee-waalaa kyaa jawaab deetaa hai.

kyaa moocii dukaan-par baiThtee hãĩ?

moocii saRak-par kidhar baiThtee hãĩ.

kyaa phaTaa hai.

kyaa wideešii hindii booltee hãĩ?

kyaa paisaa zyaadaa hai?

saahab kitnaa paisaa deetaa hai.

moocii kis-par paališ kartaa hai.

Group 2

puraanaa baazaar kahãã hai.

moocii naee baazaar-mẽẽ baiThtee hãĩ yaa puraanee-mẽẽ.

moocii kis saRak-par baiThtee hãĩ.

moocii kidhar rahtee hãĩ.

baaẽẽ haath-par kitnee moocii hãĩ.

wideešii moocii-koo kyaa kahtee hãĩ.

kitnee juutee phaTee hãĩ.

kyaa moocii-kee gaahak wideešii hãĩ?

kyaa wideešii-koo acchii hindii aatii hai?

kyaa saahab bahut hindii booltee hãĩ yaa kam.

Review Conversations

baat karnaa

1. A: aap kahãã rahtee hãĩ.
B: Berkeley-mẽẽ rahtaa hũũ.
A: kis saRak-par.
B: Haste-par.
Substitutions: different cities and streets

2. A: suniyee, kyaa aap hindii booltii hãĩ?
B: hãã, thooRii booltii hũũ.
A: aap acchii tarah booltii hãĩ.
Substitutions: angreezii, urduu

baazaar-mẽẽ

3. A: sunoo bhaaii, is-koo Thiik karnaa.
B: abhii kartaa hũũ. kahãã phaTaa hai.
A: deekhoo, idhar phaTaa hai. jaldii karnaa.
B: acchaa saahab.
Substitutions: juutee, saaRii, yee kapRaa

4. A: aaiyee singh saahab. baiThiyee, kursii-par.
B: namastee šarmaa jii. aap kaisee hãĩ.
A: acchaa. aur aap?
B: mãĩ bhii acchaa hũũ.
Substitutions: men's and women's names

5. A: deekhiyee, aap-kaa juutaa phaTaa hai.
B: kahãã phaTaa hai.
A: is taraf.
B: juutee-kii dukaan kahãã hai.
A: baazaar-mẽẽ jaaiyee. bahut dukaanẽẽ hãĩ.
Substitutions: saaRii, blaauz, kamiiz, dhootii

Unit II Part B

Conversation

1 bairee-koo bulaanaa
2 dillii, swis hooTal

---

3 wideešii: oo bairaa.
4 bairaa: aa rahaa hũũ meem saahab.
5 bairaa: hãã saahab, aap-koo kyaa caahiyee.
6 wideešii: mujhee kuch kapRee dhulaanee hãĩ.
7 bairaa: kab-tak caahiyee aap-koo.
8 wideešii: kal raat-kee pahlee. mujhee jaldii hai.
9 bairaa: yee too muškil hai. aaj dhoobii-koo bahut kaam hai.

---

10 wideešii: aur kooii aadmii nahĩĩ hai madad karnee-kee liyee.
11 bairaa: nahĩĩ, leekin aap kab yahãã-see jaa rahii hãĩ.
12 wideešii: parsõõ saweeree hamẽẽ ghar pahũcnaa hai.
13 bairaa: acchaa. doo pahar-koo caar bajee-kee baad mileegaa. koošiš karẽẽgee.
14 wideešii: Thiik hai. kaag̣az pensil deenaa. us-kee uupar hai.

---

15 wideešii: zaraa in ciizõõ-koo ginoo. kitnee hãĩ.
16 bairaa: acchaa. aap un-koo likh liijiyee.
17 bairaa: ḳamiizẽẽ, doo.
18 bairaa: paijaamee, caar.
19 bairaa: baniyaainẽẽ, saat.
20 bairaa: anDarwiyar, pããc.
21 bairaa: moozee, tiin.
22 wideešii: sab likhee hãĩ?
23 bairaa: sab ikkiis hãĩ saahab.
24 wideešii: deekhoo, deer na hoo. kal šaam-tak zaruur laanaa.

Vocabulary and Translation of the Conversation

wideešii	A foreigner (m/f)
bairaa	A room bearer (m)

	bairaa	bearer, room servant (m)
	bulaanaa	to call
1	bairee-koo bulaanaa.	Calling the room bearer.
	hooTal	hotel, restaurant (m)
	swis hooTal	Swiss Hotel
	dillii	Delhi
2	dillii, swis hooTal.	Delhi, Swiss Hotel.
	oo	hey!
3 W:	oo bairaa.	Bearer!
	aa rahaa hũũ.	I'm coming
4 B:	aa rahaa hũũ meem saahab.	Coming, ma'am.
	aap-koo	to you
	caahiyee	needed
	aap-koo caahiyee	you need
5 B:	hãã saahab, aap-koo kyaa caahiyee.	Yes, ma'am, what would you like?
	kapRaa	an article of clothing, clothing
	kapRee	clothes
	dhulaanaa	to have washed
	kapRaa dhulaanaa hai	clothing is to be washed
	kapRee dhulaanee hãĩ	clothes are to be washed
6 W:	mujhee kuch kapRee dhulaanee hãĩ.	I have some clothes to be washed.
	-tak	until
	kab	when
	kab-tak	by when
7 B:	kab-tak caahiyee aap-koo.	When do you need them?
	kal	tomorrow, yesterday (adv)
	raat	night (f)
	-kee pahlee	before
8 W:	kal raat-kee pahlee. mujhee jaldii hai.	Before tomorrow night. I'm in a hurry.

too	but (part)
muškil	difficult
dhoobii	washerman (m)
dhoobii-koo	to the washerman
dhoobii-koo kaam hai	the washerman has work
9 B: yee too muškil hai. aaj dhoobii-koo bahut kaam hai.	But that's difficult. The washerman has a lot of work today.
aadmii	man (m)
kooii	some, someone (adj)
aur kooii	someone else
madad	help (f)
madad karnaa	to help
-kee liyee	for, in order to
madad karnee-kee liyee	in order to help
10 W: aur kooii aadmii nahĩĩ hai, madad karnee-kee liyee?	Isn't there any other man to help.
aap jaa rahii hãĩ	you are going
yahãã-see	from here
11 B: nahĩĩ, leekin aap kab yahãã-see jaa rahii hãĩ.	No, but when are you leaving?
parsõõ	day after tomorrow, day before yesterday (adv)
saweeraa	morning
saweeree	in the morning (adv)
hamẽẽ	to us
ghar	house, home (m)
pahũcnaa	to arrive
hamẽẽ pahũcnaa hai	we have to arrive
12 W: parsõõ saweeree hamẽẽ ghar pahũcnaa hai.	We have to get home the day after tomorrow in the morning.
doo pahar	afternoon (f)
doo pahar-koo	in the afternoon
bajnaa	to strike
bajaa	struck (adj)
caar bajee	4 o'clock
-kee baad	after
mileegaa	will be received
koošiš	attempt (f)
koošiš karnaa	to try
koošiš karẽẽgee	we will try
13 B: acchaa. doo pahar-koo caar bajee-kee baad mileegaa. koošiš karẽẽgee.	O.K. You'll get it after four o'clock in the afternoon. We'll try.

	kaag̣az	paper (m)
	pensil	pencil (f)
	kaag̣az pensil	paper and pencil
	uupar	above
	us-kee uupar	on top of that
14 W:	Thiik hai. kaag̣az pensil deenaa. us-kee uupar hai.	All right. Give me the paper and pencil. They're on top there.
	ginnaa	to count
	ciiz	thing (f)
	in	oblique plural of yee
	ciizõõ	oblique plural of ciiz
	in ciizõõ-koo	to these things
15 W:	zaraa in ciizõõ-koo ginoo, kitnee hãĩ.	Count these things. How many are there?
	likhnaa	to write
	likh leenaa	to write down
	un-koo	to them
16 B:	acchaa. aap un-koo likh liijiyee.	All right. Please write them down.
	ḳamiiz	shirt (f)
17 B:	ḳamiizẽẽ, doo.	Two shirts.
	paijaamaa	pajama
18 B:	paijaamee, caar.	Four pairs of pajamas.
	baniyaain	undershirt (f)
19 B:	baniyaainẽẽ, saat.	Seven undershirts.
	anDarwiyar	pair of undershorts (f)
20 B:	anDarwiyar, pããc.	Five pairs of shorts.
	moozaa	sock, pair of socks (m)
21 B:	moozee, tiin.	Three pairs of socks.
22 W:	sab kitnee hãĩ.	How many are there in all?
	ikkiis	twenty-one
23 B:	sab ikkiis hãĩ saahab.	That's twenty-one in all, ma'am.
	deer	delay (f)
	hoo	should be
	na	negative
	šaam	evening (f)
	šaam-tak	by evening
	laanaa	to bring
24 W:	deekhoo, deer na hoo. kal šaam-tak zaruur laanaa.	Look, don't be late. Be sure to bring them by tomorrow evening.

Cultural Notes

Most Indian cities have one or more Western style hotels, such as the Swiss Hotel in Delhi. Supervisory personnel in these hotels usually have a good command of English, and the visitor will have little opportunity to practice his Hindi with them. This is not always the case with the room servants, or bearers, as they are known in Indian English, who see to the cleaning, serve snacks, run errands and look after the guests' personal wants.

When there are clothes to be washed the bearer often acts as intermediary with the hotel washerman, who lives behind the hotel near the servants' quarters. Washing and ironing are done by hand. The age-old method of beating the clothes against a rock is still in use. Because of the uncertainties of the weather elaborate negotiations are sometimes required to insure the return of the laundry in time for the guest's departure, and even a bit of Hindi can be quite useful here.

Note that in the conversation the bearer uses the rahaa present in responding to the saahab's call. The implication conveyed here is 'I'm on my way.' He could also have said aataa hũũ saahab, in which case the connotation would have been 'I'm coming for sure,' i.e., 'I always come when a guest calls.' The expression aap-koo kyaa caahiyee is used in service situations as a polite way of asking a person's wants. In conversation among friends and equals other less formal expressions are more frequent.

Word Study

1. Related pairs

dhulaanaa	to have washed
dhoonaa	to wash

mujhee kuch kapRee dhulaanee hãĩ.	I have some clothes to be washed.
mujhee kuch kapRee dhoonee hãĩ.	I have some clothes to wash.

zaraa in ciizõõ-koo ginoo.	Count these things.
zaraa in ciizõõ-koo dhoo.	Wash these things.

saaRiyãã deekhiyee.	Please look at the saris.
saaRiyãã dhooiyee.	Please wash the saris.

likhnaa	to write
paRhnaa	to read, study

aap un-koo likh liijiyee.	Please write them down.
aap un-koo paRh liijiyee.	Please read those.

mãĩ hindii likh rahaa hũũ.	I'm writing Hindi.
mãĩ hindii paRh rahaa hũũ.	I'm reading Hindi. (or) I'm studying Hindi.

khaanaa	to eat
khaanaa	food

mãĩ khaanaa khaa rahaa hũũ.	I'm eating food.

2. Nouns

aurat	woman (f)
laRkaa	boy
laRkii	girl

kitnee aadmii hãĩ.	How many men are there?
kitnii aurtẽẽ hãĩ.*	How many women are there?
kitnee laRkee hãĩ.	How many boys are there?
kitnii laRkiyãã hãĩ.	How many girls are there?

aur kooii aadmii nahĩĩ hai?	Isn't there any other man?
aur kooii aurat nahĩĩ hai?	Isn't there any other woman?
aur kooii laRkaa nahĩĩ hai?	Isn't there any other boy?
aur kooii laRkii nahĩĩ hai?	Isn't there any other girl?

3. Adjective: aasaan easy

yee too muškil hai.	But that's difficult.
yee too aasaan hai.	But that's easy.

---

*A short a drops out before a long vowel suffix: aurat-aurtẽẽ.

4. Nouns: items of clothing

painT	trousers
kooT	coat (m)
dhootii	dhoti (f)
kurtaa	kurta (the tunic worn with the dhoti)
cappal	sandal (f)

5. Time expressions

saweeraa	morning
doo pahar	midday and early afternoon (m)
šaam	late afternoon and evening (f)
raat	after dark (f)

kal raat-kee pahlee.	Yesterday, before nightfall.
kal saweeree-kee pahlee.	Yesterday, before dawn.
kal doo pahar-kee pahlee.	Yesterday, before noon.
kal šaam-kee pahlee.	Yesterday, before evening.

The corresponding time adverbs:

saweeree	in the morning
doo pahar-koo	in the afternoon
šaam-koo	in the evening
raat-koo	at night

doo pahar-koo mileegaa.	You'll get them in the afternoon.
šaam-koo mileegaa.	You'll get them in the evening.
raat-koo mileegaa.	You'll get them during the night.
saweeree mileegaa.	You'll get them in the morning.

Pronunciation Drills

1. jh

Compare the following pairs of words as your instructor reads them:

jaag	awake	jeel	jail	jap	prayer
jhaag	foam	jheel	tolerate	jhap	nap

A. Repetition drill

jhaam
jhuum
jhuur
jheer
jhããp
jhĩĩk

jhuk
jhun
jhan
jhai
jhil
jhin

bujhaa
bujhee
bujhii
samjhii
samjhee
samjhaa

B. Expansion drill

samjhee?
jawaab
aap
kyaa

samjhĩĩ?
jawaab
meeraa
kyaa

mujhee jaldii hai.
bahut

mujhee pasand hai.
jawaab
aap-kaa

mujhee maaluum hai.
ciizẽẽ
bahut

mujhee jaanaa hai.
aaj
jaipur
zaruur

mujhee pasand hãĩ.
juutee
naee
aap-kee

mujhee maaluum nahĩĩ.
jawaab
acchaa

mujhee dhoonaa hai.
paijaamaa
apnaa

mujhee dhulaanee hãĩ.
paijaamee
doo
yee

2. l

In Hindi this sound is always pronounced in the same way. In English it is pronounced in two different ways, depending on whether it comes at the beginning of a syllable or at the end of a syllable. It is the syllable initial l in English that is used in Hindi. This l is sometimes called a "clear l," as opposed to a "dark l" which is the one used at the end of syllables in English. The difference between the two is one of tongue position. The back of the tongue is not as high for the "clear l" as it is for the "dark l."

The syllable division of the words in the first column in Drill A is between the vowel and l, e.g., nii-lii, pii-lii, kee-lee, so that these words should not offer much difficulty. The syllable division of the words in the second column, however, is after the l, e.g., bool-tii, and will need to be practiced.

A. Imitation drill

niilii
piilii
keelee
kaalaa
paališ
soolah

booltii
booltee
booltaa
boolnaa
boolnee

jaldii
caltii
calnii
milnaa
miltaa
halkaa

mil
kal
cal
phal
laal
bool

sawaal
nukaal
hooTal
muškii
dillii
bilkul

B. Buildup drill

nainiitaal-kee/phal/kaisee hãĩ.
swis/hooTal/dillii-mẽẽ hai.
dillii-kaa/kapRaa/kahãã/miltaa hai.
nainiitaal-kii/ciizẽẽ/kahãã/miltii hãĩ.
yee/rasgullee/pahlee/khaatee hãĩ.
kyaa/yee/phal-waalaa/aliigaRh-see hai?
eek/sawaal/jaldii/puuchiyee.
kal-tak/muškil hai.
woo/phal-waalaa/kyaa/bool rahaa hai.
kal-kee/pahlee/zaruur/milnaa.

3. ar, aar

A. Repetition drill

baar
caar
baazaar
dukaandaar
banaarsii
widyaarthii

kar
ghar
šahar
kidhar
idhar
udhar

uupar
andar
sundar
Tiicar
šarmaa
warmaa

B. Buildup drill

caar/ghar/udhar hãĩ.
šarmaa jii/baazaar-mẽẽ hãĩ.
dukaandaar/kidhar/jaa rahaa hai.
widyaarthii/kyaa/kar rahee hãĩ.
yee/widyaarthii/bahut/sundar hai.
caar/baazaar/is/šahar-mẽẽ hãĩ.
banaarsii/saaRii/kidhar miltii hãĩ?
kyaa/dukaandaar/andar hãĩ?

4. õõ

A. Repetition drill

bairõõ
beerõõ
peeRõõ
keelõõ
daamõõ

paisõõ
klaasõõ
blaauzõõ
moozõõ
meezõõ

seebõõ
loogõõ
juutõõ
baatõõ
haaThõõ

kapRõõ
kurtõõ
kamrõõ
santrõõ
laRkõõ

papiitõõ
paijaamõõ
baazaarõõ
marammatõõ
dukaandaarõõ

saaRiyõõ
angreeziyõõ
wideešiyõõ
miThaaiyõõ
widyaarthiyõõ

B. Additive drill

Add -õõ, making any necessary changes:

Instructor:	ghar
Class:	gharõõ

phal
beer
keelee
peeRee
ciiz

haaTh
baat
juutee
kurtee
painT

laRkee
laRkii
rooTii
bhaaii
widyaarthii

rupaee
sawaal
zamiin
kitaabẽẽ
dukaandaar

5. oo-õõ contrasted

Compare the following pairs of words as your instructor reads them.

hoo	tum form of hai	loo	take!
hõõ	might be (pl)	lõõ	lamplight

A. Buildup drill

zaraa/in/ciizõõ-koo/ginoo.

parsõõ/zaruur/aaoo.

sunoo,/in/juutõõ-koo/Thiik karoo.

sab/baazaarõõ-mẽẽ/deekhoo.

un/loogõõ-see/baat/karoo.

in/chooTii/miThaaiyõõ-koo/loo.

zaraa/in/moozõõ-koo/dhoo.

doonõõ/rooTiyõõ-koo/ḳhariidoo.

un/chooTee/kooTõõ-kaa/daam kyaa hai.

doonõõ/widyaarthiiyõõ-koo/bulaaoo.

B. Additive drill

Add -koo dhoo.

Instructor:	in kapRõõ
Class:	in kapRõõ-koo dhoo.

in moozõõ
in blaauzõõ
in painTõõ
in kurtõõ

un dhootiyõõ
un saaRiyõõ
un paijaamõõ
un ḳamiizõõ

6. The plural of aurat-type nouns

A. Imitation drill

saRkẽẽ
aurtẽẽ
jaghẽẽ
capplẽẽ
imaartẽẽ

jaghõõ
baksõõ
kaaġzõõ
aurtõõ
saRkõõ
hooTlõõ
Tiicrõõ

minTõõ
šahrõõ
pahrõõ
mahlõõ
saahbõõ
gaahkõõ

B. Additive drill

Add -ẽẽ.

Instructor:	aurat
Class:	aurtẽẽ

jagah
saRak

cappal
imaarat

C. Additive drill

Add -õõ.

Instructor: jagah
Class: jaghõõ

bakas
kaag̣az
aurat
šahar
mahal
saahab
saRak
hooTal
minaT
gaahak
cappal
imaarat

7. Vowel clusters

A. Repetition drill

huee
huĩĩ
huii
naii
naee
gaaee
gaii
gaĩĩ
kooii
dhooii
dhooee
dhooẽẽ
baaẽẽ
khaaẽẽ
khaee
khaaii
bhaaii
bataaoo
bataaũũ
bataaĩĩ
bataaii
bataaee
bataaẽẽ
dhulaaẽẽ
dhulaaĩĩ
dhulaaũũ
dhulaaoo
dhulaaee
dhulaaii

B. Additive drill

Add kyaa and question intonation.

Instructor: aataa hai.
Class: kyaa aataa hai?

aaj Thiik hai.
aap wideešii hãĩ.
apnee kapRee dhootee hãĩ.
aaj saweeree kooii kaam hai.
aap baaẽẽ haath-par baiThtee hãĩ.
apnii naii saaRiyãã dhootii hãĩ.
aap naee juutee Thiik kar rahee hãĩ.

Grammar Drills

1. The pronoun ham

ham always takes plural verb forms, even when it indicates 'I.' Women use masculine endings when they use ham to mean 'I' or 'we' (men and women). Only when they use it to mean 'we' (women) do they use feminine forms.

mãĩ hindii booltii hũũ. (woman speaking)
ham hindii booltee hãĩ. (man or woman speaking)

A. Substitution drill: ham
'we' (men and women)

We're English speakers.

ham (angreezii booltee) hãĩ.
amriikaa-kee
hindii samajhtee
hindii-kee widyaarthii
phal beectee
phal-waalee

B. Double substitution drill: ham
'we' (women)

We understand Hindi.

ham (hindii) (samajhtii) hãĩ.
likhtii
kapRee
ḳhariidtii
phal
khaatii
miThaaii

C. Conversational response drill: 'we'

Instructor	Class
In the morning I come to class.	We come in the morning too.
mãĩ saweeree klaas aataa hũũ.	ham bhii saweeree aatee hãĩ.
mãĩ saweeree hindii booltaa hũũ.	booltee hãĩ.
mãĩ saweeree sawaal puuchtaa hũũ.	puuchtee hãĩ.
mãĩ saweeree jawaab deetaa hũũ.	deetee hãĩ.
mãĩ saweeree angreezii likhtaa hũũ.	likhtee hãĩ.
mãĩ saweeree ghar jaataa hũũ.	jaatee hãĩ.
mãĩ saweeree phal khaataa hũũ.	khaatee hãĩ.
mãĩ saweeree ghar pahũctaa hũũ.	pahũctee hãĩ.

F. Conversational response drill: 'I'

Repeat Drill F, 3.1, Unit IIA substituting ham for mãĩ. Both men and women respond.

Instructor	Class
Do you speak Hindi?	Yes, I speak Hindi.
kyaa aap hindii booltee hãĩ?	jii hãã, ham hindii booltee hãĩ.

G. Chain drill

Repeat Drill D, 3.1, Unit IIA, responding with the ham verb form instead of the mãĩ verb form.

foreigner: Do you live in Delhi?
Indian: No, I don't live in Delhi. I live in Nainital.

wideešii: kyaa aap dillii-mẽẽ rahtee(ii) hãĩ.
hindustaanii: jii nahĩĩ. dillii-mẽẽ nahĩĩ rahtee. nainiitaal-mẽẽ rahtee hãĩ.

2. The pronoun tum, the auxiliary hoo

The pronoun tum 'you' is used in the same type of situations as the -oo request form. Note that tum, like aap, may refer to one or more persons even though it always takes a plural verb.

tum kyaa kar rahee hoo

The special form of the auxiliary hoo is employed only with tum and with no other pronoun. Since hoo always indicates a 'tum subject,' the pronoun is often left out in actual conversation.

tum takes the plural of politeness when referring to men. When referring to women, it takes only singular forms.

tum laRkee hoo.
tum acchee hoo.
tum laRkii hoo.

tum may be used with the neutral or the familiar request forms.

A. Transformation drill: neutral to familiar request

Instructor	Class
Try.	Try.
tum koošiš karnaa.	tum koošiš karoo.
tum madad karnaa.	tum madad karoo.
tum jaldii karnaa.	tum jaldii karoo.
tum Thiik kar deenaa.	tum Thiik kar doo.
tum likh leenaa.	tum likh loo.
tum dhulaanaa.	tum dhulaaoo.
tum dohraanaa.	tum dohraaoo.
tum dikhaanaa.	tum dikhaaoo.
tum khaanaa.	tum khaaoo.
tum aanaa.	tum aaoo.

B. Transformation drill

Repeat Drill A in reverse.

Instructor	Class
tum koošiš karoo.	tum koošiš karnaa.

C. Substitution drill

Are you a room bearer?

kyaa tum (bairee) hoo?
dillii-kee
dillii-kee bairee
laRkii
nainiitaal-kii
nainiitaal-kii laRkii
phal-waalee
aliigaRh-kee
aliigaRh-kee phal-waalee

D. Substitution drill

Do you count?

kyaa tum (gintee) hoo?
kapRee gintee
sab kapRee gintee
dhootee
dhootiyãã dhootee
sab dhootiyãã dhootee
saaf kartee
painT saaf kartee
sab painT saaf kartee

E. Chain drill: tum

A foreigner visiting India asks various service people and shopkeepers questions about their occupation or birthplace, as in Drill B. The answer may be either 'yes' or 'no.'

wideešii: kyaa tum dillii-kee hoo? Are you from Delhi?
hindustaanii: jii hãã, dillii-kaa hũũ. Yes, I'm from Delhi.

wideešii: kyaa tum bairee hoo?
hindustaanii: jii nahĩĩ, mãĩ dhoobii hũũ.

F. Chain drill: aap

Repeat Drill E with the service person or shopkeeper asking a foreigner about his profession or birthplace. 'Student' and 'teacher' can be used as professions.

G. Transformation drill: aap to tum

Instructor	Class
Tell me, what do you do?	Tell me, what do you do?
bataaiyee, aap kyaa kartee hãĩ.	bataaoo, tum kyaa kartee hoo.
bataaiyee, aap kahãã rahtee hãĩ.	kahãã rahtee hoo.
bataaiyee, aap kitnaa khaatee hãĩ.	kitnaa khaatee hoo.
bataaiyee, aap kaisee baiThtee hãĩ.	kaisee baiThtee hoo.
bataaiyee, aap kab jaatee hãĩ.	kab jaatee hoo.
bataaiyee, aap kab jaatii hãĩ.	kab jaatii hoo.
bataaiyee, aap kaisee baiThtii hãĩ.	kaisee baiThtii hoo.
bataaiyee, aap kitnaa khaatii hãĩ.	kitnaa khaatii hoo.
bataaiyee, aap kahãã rahtii hãĩ.	kahãã rahtii hoo.
bataaiyee, aap kyaa kartii hãĩ.	kyaa kartii hoo.

3. ham and tum plus -koo

ham and tum have no separate oblique forms. ham-koo and tum-koo have the informal alternates hamẽẽ and tumhẽẽ.

A. Transformation drill: ham-koo to hamẽẽ

Instructor	Class
We like India.	We like India.
ham-koo hindustaan pasand hai.	hamẽẽ hindustaan pasand hai.
ham-koo dillii-kee baazaar pasand hãĩ.	dillii-kee baazaar pasand hãĩ.
ham-koo banaarsii saaRiyãã pasand hãĩ.	banaarsii saaRiyãã pasand hãĩ.
ham-koo hindustaanii khaanaa pasand hai.	hindustaanii khaanaa pasand hai.
ham-koo nainiitaal-kii saRkẽẽ pasand hãĩ.	nainiitaal-kii saRkẽẽ pasand hãĩ.
ham-koo mathuraa-kii miThaaii pasand hai.	mathuraa-kii miThaaii pasand hai.
ham-koo puraanee baazaar pasand hãĩ.	puraanee baazaar pasand hãĩ.
ham-koo swis hooTal pasand hai.	swis hooTal pasand hai.

B. Transformation drill: hamẽẽ to ham-koo

Repeat Drill A in reverse.

C. Transformation drill: tum-koo to tumhẽẽ

Instructor	Class
Do you know this hotel?	Do you know this hotel?
kyaa tum-koo yee hooTal maaluum hai?	kyaa tumhẽẽ yee hooTal maaluum hai?
kyaa tum-koo jawaab maaluum hai?	jawaab maaluum hai?
kyaa tum-koo woo baat maaluum hai?	woo baat maaluum hai?
kyaa tum-koo woo makaan maaluum hãĩ?	woo makaan maaluum hãĩ?
kyaa tum-koo woo ciiz maaluum hai?	woo ciiz maaluum hai?
kyaa tum-koo bahut dukaanẽẽ maaluum hãĩ?	bahut dukaanẽẽ maaluum hãĩ?
kyaa tum-koo cããdnii cauk maaluum hai?	cããdnii cauk maaluum hai?
kyaa tum-koo puraanii saRkẽẽ maaluum hãĩ?	puraanii saRkẽẽ maaluum hãĩ?

D. Transformation drill: tumhẽẽ to tum-koo

Repeat Drill C in reverse.

4. loog as a pluralizer

Since so many of the Hindi pronouns may refer to one or more persons, loog is often attached to the pronoun to make plurality explicit, somewhat in the way that Americans in the South use forms like "you all."

aap loog kyaa kar rahee hãĩ. What are you all doing?

A. Substitution drill

We buy fruit in the market place.

(ham) loog baazaar-mẽẽ phal ḳhariidtee hãĩ.
aap
tum
yee
woo

B. Conversational response drill

Repeat Drill C under 1, the class adding loog in the response.

Instructor	Class
mãĩ saweeree klaas aataa hũũ.	ham loog bhii saweeree aatee hãĩ.

C. Substitution drill

Repeat Drill C under 2 with the addition of loog.

kyaa tum loog (bairee) hoo?

D. Individual additive drill

Add an appropriate question using aap loog.

Instructor: We speak Hindi.
1st Student: We speak Hindi. What do you speak?

Instructor: ham loog hindii booltee hãĩ.
1st Student: ham loog hindii booltee hãĩ. aap loog kyaa booltee hãĩ.

Instructor: ham loog dillii-mẽẽ rahtee hãĩ.
2nd Student: ham loog dillii-mẽẽ rahtee hãĩ. aap loog kahãã rahtee hãĩ.
(or) aap loog kis sahar-mẽẽ rahtee hãĩ.

5. The rahaa present

The rahaa present indicates an action which is in progress at the moment. The present participle construction learned in IIA, on the other hand, refers to a customary action or state. The contrast in meaning between the two constructions is similar to that between English 'I eat lunch at 12.' 'I'm eating lunch now.' The rahaa present construction consists of the verb root, followed by rahaa and an appropriate form of hai. rahaa functions as an adjective and agrees with the sentence subject in number and gender.

Thiik kah rahaa hũũ.
aa rahaa hũũ.
aap kab yahãã-see jaa rahii hãĩ.
deekhoo, kyaa kar rahee hoo.

A. Substitution drill

What are you doing?

aap kyaa (kar) rahee hãĩ.
khaa
deekh
bool
likh
gin
dhulaa
dikhaa
ḳhariid

B. Substitution drill (men)

I'm counting clothes.

mãĩ (kapRee gin) rahaa hũũ.
kaam kar
phal khaa
hindii bool
kapRee likh
hooTal deekh
ḳamiiz dhulaa
kaag̣az ḳhariid
baazaar dikhaa

C. Substitution drill (women)

Repeat Drill B.

mãĩ (kapRee gin) rahii hũũ.

D. Individual conversational response drill

Each student adds an appropriate object. Note that the response to a question with kar may contain any verb.

Instructor: aap kyaa khaa rahee(ii) hãĩ. What are you eating?
1st Student: peeRaa khaa rahaa(ii) hũũ. I'm eating a pera.

Instructor: aap kyaa kar rahee(ii) hãĩ.
2nd Student: yee pensilẽẽ gin rahaa(ii) hũũ. (or) . . . rahee hãĩ.

Instructor: Continue with the verbs used in Drill A until everyone has responded.

E. Conversational response drill (men)

Instructor	Men
Say it correctly. (e.g., Give me the right price.)	But I'm saying it correctly. (e.g., I'm giving you the right price.)
Thiik kahnaa.	nahĩĩ, Thiik kah rahaa hũũ.
sunnaa.	sun
boolnaa.	bool
deekhnaa.	deekh
leenaa.	lee
deenaa.	dee
bataanaa.	bataa
karnaa.	kar

F. Conversational response drill (women)

Repeat Drill E.

Instructor	Women
Thiik kahnaa.	nahĩĩ, Thiik kah rahii hũũ.

G. Substitution-agreement drill: 3rd person

When is the lady leaving?

(meem saahab) kab jaa rahii hãĩ.
bairaa
sab loog
šarmaa saahab
woo laRkii
woo laRkaa
woo laRkee
woo laRkiyãã

H. Double conversational response drill

Notice that when the object of the verb has already been stated, it does not need to be repeated in the next sentence.

Instructor	Class
Do shoemakers fix shoes?	Yes, they do.
Is that shoemaker fixing shoes?	Yes, he is.
kyaa moocii juutee Thiik kartee hãĩ?	jii hãã, Thiik kartee hãĩ.
kyaa woo moocii juutee Thiik kar rahaa hai?	jii hãã, Thiik kar rahaa hai.
kyaa moocii paisaa leetee hãĩ?	leetee hãĩ.
kyaa woo moocii paisaa lee rahaa hai?	lee rahaa hai.
kyaa gaahak paisaa deetee hãĩ?	deetee hãĩ.
kyaa woo gaahak paisaa dee rahaa hai?	dee rahaa hai.
kyaa amriikan angreezii booltee hãĩ?	booltee hãĩ.
kyaa woo amriikan angreezii bool rahii hai?	bool rahii hai.
kyaa bairee kapRee dhulaatee hãĩ?	dhulaatee hãĩ.
kyaa woo bairaa kapRee dhulaa rahaa hai?	dhulaa rahaa hai.
kyaa phal-waalee phal beectee hãĩ.	beectee hãĩ.
kyaa woo phal-waalaa phal beec rahaa hai?	beec rahaa hai.
kyaa laRkiyãã baat kartii hãĩ?	baat kartii hãĩ.
kyaa woo laRkii baat kar rahii hai?	baat kar rahii hai.

I. Individual conversational response drill

Instructor:	moocii kyaa kartaa hai.	What does a shoemaker do?
1st Student:	juutee Thiik kartaa hai.	He fixes shoes.
Instructor:	yee moocii kyaa kar rahaa hai.	What is this shoemaker doing?
1st Student:	meeree juutee Thiik kar rahaa hai.	He's fixing my shoes.
Instructor:	phal-waalii kyaa kartii hai.	
2nd Student:	phal beectii hai.	
Instructor:	yee phal-waalii kyaa beec rahii hai.	
2nd Student:	seeb beec rahii hai.	

amriikan kyaa booltee hãĩ.
yee amriikan kyaa bool rahaa hai.

bairaa kyaa dhulaataa hai.
yee bairaa kyaa dhulaa rahaa hai.

kapRee-waalee kyaa dikhaatee hãĩ.
yee kapRee-waalaa kyaa dikhaa rahaa hai.

kapRee-kii dukaan-mẽẽ laRkiyãã kyaa ḳhariidtii hãĩ.
kapRee-kii dukaan-mẽẽ yee laRkii kyaa ḳhariid rahii hai.

juutee-waalaa kyaa beectaa hai.
yee aadmii kyaa bool rahaa hai.

baazaar-mẽẽ dukaandaar kyaa beectee hãĩ.
yee dukaandaar kyaa beec rahaa hai.

phal-kii dukaan-par gaahak kyaa ḳhariidtee hãĩ.
yee gaahak kyaa ḳhariid rahii hãĩ.

bairaa kyaa likhtaa hai.
yee bairaa kyaa likh rahaa hai.

aap kyaa booltee(ii) hãĩ.
aap kyaa bool rahee(ii) hãĩ.

mãĩ kyaa booltaa hũũ.
mãĩ kyaa bool rahaa hũũ.

gaahak kyaa kartaa hai.
yee gaahak kyaa kar rahaa hai.

miThaaii-kii dukaan-mẽẽ, gaahak kyaa khaatee hãĩ.
yee gaahak kyaa khaa rahii hai.

5.1 The negative of the rahaa present

The negative particle nahĩĩ usually precedes the verb root.

mãĩ nahĩĩ aa rahaa hũũ.

A. Transformation drill: affirmative to negative (men only)

The instructor gives the sentences from Drill B, 5, and the men in the class make them negative.

Instructor	Men
I'm counting clothes.	I'm not counting clothes.
mãĩ kapRee gin rahaa hũũ.	mãĩ kapRee nahĩĩ gin rahaa hũũ.
mãĩ kaam kar rahaa hũũ.	mãĩ kaam nahĩĩ kar rahaa hũũ.

B. Transformation drill: affirmative to negative (women only)

The instructor gives the sentences from Drill C, 5, and the women in the class make them negative.

Instructor	Women
mãĩ kapRee gin rahii hũũ.	mãĩ kapRee nahĩĩ gin rahii hũũ.
mãĩ kaam kar rahii hũũ.	mãĩ kaam nahĩĩ kar rahii hũũ.

C. Individual response drill

These questions are about the conversation entitled bairee-koo bulaanaa. Each question has a negative answer. The second half of the answer, not the first half, contains the verb.

Instructor: Is the foreigner sitting on the ground?
1st Student: Not on the ground. She's sitting in a chair.

Instructor: kyaa wideešii zamiin-par baiThtee hãĩ?
1st Student: zamiin-par nahĩĩ. kursii-par baiThtii hãĩ.

Instructor:	kyaa wideešii moocii-koo bulaa rahii hãĩ?
2nd Student:	moocii-koo nahĩĩ. bairee-koo bulaa rahii hãĩ.
Instructor:	kyaa bairaa jaa rahaa hai? kyaa wideešii dhoobii-see baat kar rahii hai? kyaa wideešii aur bairaa nainiitaal-mẽẽ baat kar rahee hãĩ?
	kyaa bairaa dillii-see jaa rahaa hai? kyaa dhoobii kapRee dhulaa rahaa hai? kyaa bairaa kapRee likh rahaa hai? kyaa wideešii kapRee gin rahii hai? kyaa bairaa dukaan-mẽẽ kaam kar rahaa hai?

6. The oblique plural of nouns

All masculine and feminine nouns have the ending -õõ in the oblique plural. Marked masculine nouns have -õõ instead of -aa or -ee. With other nouns the -õõ is added to the last consonant or vowel of the direct singular.

juutõõ-kii marammat
ciizõõ-koo ginnaa

A. Substitution drill

Would you fix these shoes for me?

in (juutõõ)-koo Thiik kar deenaa bhaaii.
blaauzõõ
kapRõõ
ḳamiizõõ
saaRiyõõ
kursiyõõ

B. Conversational response drill

dukaandaar	gaahak
Have some bananas.	How much are bananas?
keelee liijiyee.	keelõõ-kaa daam kyaa hai.
santree liijiyee.	santrõõ-kaa
peeRee liijiyee.	peeRõõ-kaa
moozee liijiyee.	moozõõ-kaa
juutee liijiyee.	juutõõ-kaa
seeb liijiyee.	seebõõ-kaa
beer liijiyee.	beerõõ-kaa
phal liijiyee.	phalõõ-kaa
kaag̣az liijiyee.	kaag̣zõõ-kaa
blaauzẽẽ liijiyee.	blaauzõõ-kaa
pensilẽẽ liijiyee.	pensilõõ-kaa
ḳamiizẽẽ liijiyee.	ḳamiizõõ-kaa
saaRiyãã liijiyee.	saaRiyõõ-kaa
kursiyãã liijiyee.	kursiyõõ-kaa
miThaaiyãã liijiyee.	miThaaiyõõ-kaa

C. Conversational response drill

gaahak	dukaandaar
How much are the bananas?	The bananas are very cheap.
keelõõ-kaa daam kyaa hai.	keelee bahut sastee hãĩ.
santrõõ-kaa daam kyaa hai.	santree bahut sastee hãĩ.
peeRõõ-kaa daam kyaa hai.	peeRee bahut sastee hãĩ.
moozõõ-kaa daam kyaa hai.	moozee bahut sastee hãĩ.
juutõõ-kaa daam kyaa hai.	juutee bahut sastee hãĩ.
seebõõ-kaa daam kyaa hai.	seeb bahut sastee hãĩ.
beerõõ-kaa daam kyaa hai.	beer bahut sastee hãĩ.
phalõõ-kaa daam kyaa hai.	phal bahut sastee hãĩ.
kaag̣zõõ-kaa daam kyaa hai.	kaag̣az bahut sastee hãĩ.
blaauzõõ-kaa daam kyaa hai.	blaauzẽẽ bahut sastii hãĩ.
pensilõõ-kaa daam kyaa hai.	pensilẽẽ bahut sastii hãĩ.
ḳamiizõõ-kaa daam kyaa hai.	ḳamiizẽẽ bahut sastii hãĩ.
saaRiyõõ-kaa daam kyaa hai.	saaRiyãã bahut sastii hãĩ.
kursiyõõ-kaa daam kyaa hai.	kursiyãã bahut sastii hãĩ.
miThaaiyõõ-kaa daam kyaa hai.	miThaaiyãã bahut sastii hãĩ.

D. Transformation drill: direct to oblique

Instructor	Class
Count the things.	Count the things.
ciizẽẽ ginnaa.	ciizõõ-koo ginnaa.
keelee khaanaa.	keelõõ-koo khaanaa.
saaRiyãã dikhaanaa.	saaRiyõõ-koo dikhaanaa.
hooTal deekhnaa.	hooTlõõ-koo deekhnaa.
paijaamee dhulaanaa.	paijaamõõ-koo dhulaanaa.
kitaabẽẽ beecnaa.	kitaabõõ-koo beecnaa.
miThaaiyãã ḳhariidnaa.	miThaaiyõõ-koo ḳhariidnaa.
kaag̣az ginnaa.	kaag̣zõõ-koo ginnaa.

E. Transformation drill: oblique to direct, singular and plural

Instructor	Class
Please have the clothes washed.	Please have the clothes washed.
kapRõõ-koo dhulaaiyee.	kapRee dhulaaiyee.
kapRee-koo dhulaaiyee.	kapRaa dhulaaiyee.
saaRiyõõ-koo ḳhariidiyee.	saaRiyãã ḳhariidiyee.
blaauzõõ-koo dikhaaiyee.	blaauzẽẽ dikhaaiyee.
blaauz-koo dikhaaiyee.	blaauz dikhaaiyee.
makaanõõ-koo beeciyee.	makaan beeciyee.
makaan-koo beeciyee.	makaan beeciyee.
pensil-koo liijiyee.	pensil liijiyee.
kursiyõõ-koo Thiik kiijiyee.	kursiyãã Thiik kiijiyee.
sawaalõõ-koo puuchiyee.	sawaal puuchiyee.
papiitee-koo diijiyee.	papiitaa diijiyee.
kursii-koo Thiik kiijiyee.	kursii Thiik kiijiyee.
pensilõõ-koo liijiyee.	pensilẽẽ liijiyee.
sawaal-koo puuchiyee.	sawaal puuchiyee.
papiitõõ-koo diijiyee.	papiitee diijiyee.

7. Oblique plural of yee, woo, kyaa

The oblique plural forms in, un, kin correspond to the oblique singular forms is, us, kis respectively.

in ciizõõ-koo ginoo.
aap un-koo likh liijiyee.

A. Transformation drill: direct to oblique

Note that the sentences on the left could be singular as well as plural since the direct case makes no number distinction.

Instructor	Class
Do you fix these?	Do you fix these?
kyaa tum yee Thiik kartee hoo?	tum in-koo Thiik kartee hoo?
kyaa tum woo Thiik kartee hoo?	un-koo Thiik kartee
kyaa tum woo gintee hoo?	un-koo gintee
kyaa tum yee dikhaatee hoo?	in-koo dikhaatee
kyaa tum yee dhulaatee hoo?	in-koo dhulaatee
kyaa tum woo gintee hoo?	un-koo gintee
kyaa tum yee khaatee hoo?	in-koo khaatee
kyaa tum woo dikhaatee hoo?	un-koo dikhaatee

B. Transformation drill: oblique to direct

Repeat Drill A in reverse.

C. Chain drill

Instructor:	in(un)-kaa naam kyaa hai.	What's his name?
1st Student:	kin-kaa.	Whose name?
Instructor:	(pointing) in(un)-kaa.	His name.
1st Student:	in(un)-kaa naam Brown hai.	His name is Brown.

D. Conversational response drill: singular and plural

hindii-kaa widyaarthii	hindustaanii
This gentleman speaks Hindi.	Then talk to him.
yee saahab hindii booltee hãĩ.	too in-see baat kiijiyee.
yee aadmii hindii booltaa hai.	is-see
woo aadmii hindii booltaa hai.	us-see
woo saahab hindii booltee hãĩ.	un-see
yee meem saahab hindii booltii hãĩ.	in-see
woo wideešii saahab hindii booltee hãĩ.	un-see
woo dukaandaar hindii booltee hãĩ.	un-see
woo bairaa hindii booltaa hai.	us-see
yee moocii hindii booltee hãĩ.	in-see
yee laRkaa hindii booltaa hai.	is-see
woo phal-waalee hindii booltee hãĩ.	un-see
yee phal-waalii hindii booltii hai.	is-see
woo laRkii hindii booltii hai.	us-see
yee Tiicar hindii booltee hãĩ.	in-see

E. Transformation drill: direct to oblique, plural

Instructor	Class
Count these things.	Count these things.
yee ciizẽẽ ginoo.	in ciizõõ-koo ginoo.
woo keelee khaaoo.	un keelõõ-koo khaaoo.
yee saaRiyãã dikhaaoo.	in saaRiyõõ-koo dikhaaoo.
yee hooTal deekhoo.	in hooTlõõ-koo deekhoo.
woo paijaamee dhulaaoo.	un paijaamõõ-koo dhulaaoo.
woo kitaabẽẽ beecoo.	un kitaabõõ-koo beecoo.
woo kaagaz ginoo.	un kaagzõõ-koo ginoo.

F. Conversational response drill: singular and plural

dukaandaar	gaahak
Take these bananas.	How much are these bananas?
yee keelee liijiyee.	in keelõõ-kaa daam kyaa hai.
woo keelee liijiyee.	un keelõõ-kaa
yee keelaa liijiyee.	is keelee-kaa
woo keelaa liijiyee.	us keelee-kaa
woo saaRii liijiyee.	us saaRii-kaa
yee saaRii liijiyee.	is saaRii-kaa
woo saaRiyãã liijiyee.	un saaRiyõõ-kaa
yee saaRiyãã liijiyee.	in saaRiyõõ-kaa
woo kamiiz liijiyee.	us kamiiz-kaa
yee kamiizẽẽ liijiyee.	in kamiizõõ-kaa
yee kamiiz liijiyee	is kamiiz-kaa
woo kamiizẽẽ liijiyee.	un kamiizõõ-kaa
woo moozaa liijiyee.	us moozee-kaa
yee juutee liijiyee.	in juutõõ-kaa
woo baniyaain liijiyee.	us baniyaain-kaa

[illegible]. -koo and -see with person objects

When a person is the object of a verb, the use of a postposition with that object is obligatory. This postposition is usually -koo but in the case of some verbs, it may also be -see. -koo indicates a one-way relationship while -see carries the connotation of reciprocity. For this reason, -see is more appropriate than -koo with verbs such as kahnaa which grammatically can take either one.

phal-waalee-see baat karnaa.
bairee-koo bulaanaa.

Of the verbs that have been introduced so far and that can occur with person objects, boolnaa, puuchnaa and baat karnaa require -see; bulaanaa, sunnaa, deekhnaa, samajhnaa, maaf karnaa, and bataanaa require -koo; and kahnaa can be used with either.

A. Substitution drill

I talk to the fruit seller.

ham phal-waalee-see (baat kartee) hãĩ.
sawaal puuchtee
hindii-mẽẽ booltee
kahtee

B. Substitution drill

I call the room bearer.

ham bairee-koo (bulaatee) hãĩ.
suntee
deekhtee
samajhtee
maaf kartee
bataatee

C. Substitution-agreement drill

Use -see wherever possible.

I'm telling the cloth seller.

ham kapRee-waalee-koo (bataa) rahee hãĩ.
bool
maaf kar
deekh
kah
sun
puuch
baat kar
samajh
bulaa

D. Additive drill

Instructor	Class
Ask.	Ask those people.
puuchiyee.	un loogõõ-see puuchiyee.
deekhiyee.	un loogõõ-koo deekhiyee.
kahiyee.	un loogõõ-see kahiyee.
baat kiijiyee.	un loogõõ-see baat kiijiyee.
suniyee.	un loogõõ-koo suniyee.
maaf kiijiyee.	un loogõõ-koo maaf kiijiyee.
bataaiyee.	un loogõõ-koo bataaiyee.
bulaaiyee.	un loogõõ-koo bulaaiyee.
booliyee.	un loogõõ-see booliyee.

E. Double substitution-agreement drill

Use the -koo forms of the pronouns, e.g., mujh-koo.

Talk to me.

(mujh)-see (kahiyee).
suniyee
ham
bataaiyee
un saahab
booliyee
in
puuchiyee
is bairee
bulaaiyee
us
baat kiijiyee.

9. caahiyee

caahiyee, although ultimately derived from the verb caahnaa 'to want,' has the idiomatic meaning 'need' or 'would like,' depending on the context, when used in indirect verb constructions.

aap-koo kyaa caahiyee.
aap-koo kab-tak caahiyee.

Nasalized caahiyẽẽ is used with plural subjects by some speakers; other use caahiyee with all subjects. If the instructor does not use caahiyẽẽ, Drill B may be omitted and caahiyee only used in all other drills.

A. Substitution drill: singular

I want a room.

mujhee (kamraa) caahiyee.
kapRaa
saaRii
kaag̣az
pensil
eek rupayaa

B. Substitution drill: plural

I want rooms.

mujhee (kamree) caahiyẽẽ
pensilẽẽ
das kaag̣az
kapRee
soolah rupaee
ḳamiizẽẽ

C. Substitution-agreement drill: singular, plural

I want a big room.

mujhee (baRaa kamraa) caahiyee.
baRee kamree
banaarsii saaRii
acchii pensil
doonõõ kaag̣az
hindustaanii paijaamee
bahut ciizẽẽ
eek paisaa
hindii-kii kitaabẽẽ
thooRii khurcan

D. Conversational response drill

Two shopkeepers standing in their shop. One observes someone coming.

dukaandaar	dukaandaar
Here comes a foreigner into the shop.	What does he want?
yee wideešii dukaan-mẽẽ aa rahaa hai.	is-koo kyaa caahiyee.
woo aadmii dukaan-mẽẽ aa rahaa hai.	us-koo
yee saahab dukaan-mẽẽ aa rahee hãĩ.	in-koo
woo meem saahab dukaan-mẽẽ aa rahii hãĩ.	un-koo
yee laRkii dukaan-mẽẽ aa rahii hai.	is-koo
woo maasTar saahab dukaan-mẽẽ aa rahee hãĩ.	un-koo
woo aadmii dukaan-mẽẽ aa rahee hãĩ.	un-koo
yee šahar-waalaa dukaan-mẽẽ aa rahaa hai.	is-koo
woo hooTal-kaa bairaa dukaan-mẽẽ aa rahaa hai.	us-koo
yee dhoobii dukaan-mẽẽ aa rahee hãĩ.	in-koo

E. Chain drill

Instructor: I want new shoes. What do you want?
1st Student: A new shirt.

Instructor: mujhee naee juutee caahiyẽẽ. aap-koo kyaa caahiyee.
1st Student: naii ḳamiiz.

2nd Student: mujhee naii ḳamiiz caahiyee. aap-koo kyaa caahiyee.
3rd Student: doo moozee.

F. Chain drill

The saahab answers with a time that is just prior to that suggested by the bairaa.

Instructor: By when do you want it? By day after tomorrow in the morning?
1st Student: No, before tomorrow night. I'm in a hurry.

bairaa: kab-tak caahiyee aap-koo. parsõõ saweeree-tak?
saahab: nahĩĩ, kal raat-kee pahlee. mujhee jaldii hai.

bairaa: kab-tak caahiyee aap-koo. kal-tak?
saahab: nahĩĩ, aaj raat-kee pahlee. mujhee jaldii hai.

10. Time of day expressions

Time expressions are rendered by single-word adverbs or several-word adverbial constructions. Grammatically these adverbs are nouns in the oblique case. Some, such as šaam-koo, doo pahar-koo, raat-koo, are usually followed by postpositions. Others, like kal and parsõõ, are oblique forms used without postpositions.

kal raat-kee pahlee.
aaj dhoobii-koo bahut kaam hai.
parsõõ saweeree hamõõ ghar pahũcnaa hai.
doo pahar-koo caar bajee-kee baad mileegaa.
kal šaam-tak zaruur laanaa.

The question word kab ordinarily occurs in the same position in the sentence as kahãã. It may also occur before postpositions such as -see or -tak.

aap-koo kab caahiyee.
kab-tak caahiyee aap-koo.

When the sentence contains another adverb such as yahãã, either may come first.

aap kab yahãã-see jaa rahii hãĩ.
aap yahãã-see kab jaa rahii hãĩ.

A. Substitution-agreement drill

By when do you want these clothes?

yee (kapRee) kab-tak caahiyẽẽ aap-koo.
kurtaa
ciizẽẽ
saaRii
dhootiyãã
moozee
juutee
paijaamaa
kapRaa

B. Substitution drill

Before tomorrow night.

(kal raat)-kee pahlee.
kal šaam
kal doo pahar
kal saweeree
kal

C. Substitution-agreement drill

When do you want these things?

yee (ciizẽẽ) kab caahiyẽẽ aap-koo.
kapRaa
paijaamee
juutee
dhootii
blaauz
moozee
kurtee
saaRii
kapRee

D. Substitution drill

By tomorrow evening.

(kal šaam)-tak.
parsõõ šaam
parsõõ raat
parsõõ saweeree
parsõõ doo pahar
parsõõ

E. Chain drill

Use any of the questions and answers in Drills A, B, C, and D.

Instructor: clothes
Room bearer: By when do you want these clothes?
Foreigner: By the day after tomorrow, in the evening.
Room bearer: Well, that's difficult.

Instructor: kapRee
bairaa: yee kapRee kab-tak caahiyẽẽ aap-koo.
wideešii: parsõõ raat-tak.
bairaa: yee too muškil hai.

Instructor: paijaamaa
bairaa: yee paijaamaa kab caahiyee aap-koo.
wideešii: kal-kee pahlee.
bairaa: yee too muškil hai.

Instructor: Continue with the items in Drills A and C.

F. Substitution drill

When are you leaving here?

aap kab (yahãã)-see jaa rahii hãĩ.
is hooTal
swis hooTal
ašookaa hooTal
dillii
is šahar
hindustaan

G. Substitution drill

We have to arrive home day after tomorrow, in the morning.

(parsõõ saweeree) hamẽẽ ghar pahũcnaa hai.
parsõõ
kal
aaj
aaj doo pahar-koo
aaj šaam-koo
aaj raat-koo

H. Chain drill

Use any possible answer -- aaj, kal or parsõõ -- with or without saweeree, doo pahar-koo, šaam-koo, raat-koo.

Instructor: aap kab yahãã-see jaa rahee hãĩ. When are you leaving here?
1st Student: doo pahar-koo mujhee jaanaa hai. I have to go this afternoon.

1st Student: aap kab yahãã-see jaa rahii hãĩ.
2nd Student: aaj mujhee jaanaa hai.

Rapid Response

Group 1

kyaa wideešii ašookaa hooTal-mẽẽ hãĩ?
swis hooTal kis šahar-mẽẽ hai.
bairaa kyaa puuchtaa hai.
wideešii-koo kyaa dhulaanaa hai.
kis-koo jaldii hai.
kyaa aaj dhoobii-koo kam kaam hai?
wideešii kab dillii-see jaa rahii hãĩ.
wideešii-koo kahãã pahũcnaa hai?
kapRaa kab mileegaa.
wideešii kyaa likh rahii hai.
kitnii ḳamiizẽẽ hãĩ.
doo paijaamee hãĩ yaa caar.
kyaa sab kapRee biis hãĩ?

Group 2

wideešii kis-see baat-ciit kar rahii hãĩ.
swis hooTal kahãã hai.
kapRee kab-tak caahiyee.
kis-koo bahut kaam hai.
kyaa aur kooii aadmii madad karnee-kee liyee hai?
kyaa wideešii hooTal-see jaa rahii hãĩ?
wideešii-koo kab ghar pahũcnaa hai.
dhoobii doo pahar-koo caar bajee-kee baad kyaa laataa hai.
kaag̣az pensil kahãã hai.
bairaa kin ciizõõ-koo gin rahaa hai.
kyaa wideešii kapRõõ-koo likh rahii hãĩ?
kitnii ḳamiizẽẽ hãĩ.

Group 3

bairaa kis-see baat-ciit kar rahaa hai.
saahab-kee hooTal-kaa naam kyaa hai.
bairaa kyaa puuch rahaa hai.
kyaa kapRee dhulaanee hãĩ?
kyaa parsõõ raat-kee pahlee caahiyee?

kis-koo hooTal-see jaanaa hai.
un-koo kahãã jaanaa hai.
kyaa kapRaa šaam-koo chah bajee-kee baad mileegaa?
bairaa saahab-koo kyaa deetaa hai.

Review Conversations

baazaar-mẽẽ

1. A: bhaaii saahab, zaraa suniyee. juutee-kii dukaan kidhar hai.
B: aglii saRak-par, siidhee jaaiyee.
A: aur kapRee-kii dukaan?
B: kapRee-kii dukaanẽẽ too puraanee baazaar-mẽẽ hãĩ.
A: acchaa, baRii meharbaanii.
Substitutions: other kinds of shops, other streets and markets

2. A: kahiyee warmaa jii, aap-koo kyaa caahiyee.
B: mujhee kuch saaRiyãã ḳhariidnii hãĩ.
A: aaiyee, kaisii saaRii caahiyee.
B: eek banaarsii aur eek madraasii.
A: yee deekhiyee, aap-koo pasand hãĩ?
B: hãã, yee doonõõ mujhee bahut pasand hãĩ.
Substitutions: other items of clothing

moocii-see

3. A: sunoo, zaraa in juutõõ-par paališ karnaa.
B: acchaa saahab, abhii kartaa hũũ.
A: mujhee kaam hai, jaldii karoo.
B: acchaa saahab, yee liijiyee apnee juutee.
A: Thiik hai. kitnee paisee huee.
B: doo aanee huee.
Substitutions: meez, kursii

baat ciit

4. A: aaiyee, šarmaa jii, baiThiyee.
B: nahĩĩ, mujhee jaldii hai. bahut kaam hai.
A: aap kahãã jaa rahee hãĩ.
B: zaraa cããdnii cauk jaa rahaa hũũ. kuch ciizẽẽ ḳhariidnii hãĩ.
A: acchaa, namastee.
Substitutions: other names and streets; items of clothing, fruit, sweets

Unit II Part C

Conversation

1 dhoobii-kaa kapRee laanaa.
2 dillii, swis hooTal. chah bajee šaam.

3 dhoobii: meem saahab.
4 wideešii: kaun hai.
5 dhoobii: dhoobii hai, meem saahab.
6 wideešii: andar aa jaaoo.
7 wideešii: tumhaaraa hii intizaar kar rahii thii. itnii deer kyõõ huii.
8 dhoobii: kal hamẽẽ bahut kaam thaa.
9 wideešii: hamaaree sab kapRee lee aaee?
10 dhoobii: hãã saahab, sab taiyaar hai. deekh liijiyee.

11 wideešii: rukoo, meeraa eek aur paijaamaa thaa, woo kahãã hai?
12 dhoobii: kaun saa paijaamaa, meem saahab.
13 wideešii: meeraa safeed paijaamaa in-mẽẽ nahĩĩ hai.
14 dhoobii: acchaa, ghar-mẽẽ deekhẽẽgee. baaḳii too sab hãĩ na?
15 wideešii: hãã, magar deekhoo, is-par piilee dhabbee hãĩ.
16 dhoobii: kis-par meem saahab.
17 wideešii: is ḳamiiz-par.
18 dhoobii: acchaa meem saahab, isee bilkul saaf kar dẽẽgee.
19 wideešii: leekin mujhee bahut jaldii hai. aaj jaanaa hai.
20 dhoobii: abhii, eek ghanTee-mẽẽ dee dẽẽgee.

21 wideešii: kitnii dhulaaii huii.
22 dhoobii: sab doo rupaee huee meem saahab.
23 wideešii: tumhaaree paas TuuTee paisee hãĩ.
24 dhoobii: TuuTee too nahĩĩ hãĩ hamaaree paas. aap-kee paas kyaa hai.
25 wideešii: meeree paas sirf das rupaee-kaa nooT hai.
26 wideešii: baaḳii waapas kar jaanaa.

Vocabulary and Translation of the Conversation

	dhoobii	A washerman (m)
	wideešii	A Westerner (m/f)
	laanaa	to bring, bringing
1	dhoobii-kaa kapRee laanaa.	The dhoobii brings the clothes.
	šaam	early evening
2	dillii, swis hooTal. chah bajee šaam.	Delhi, Swiss Hotel. Four o'clock in the afternoon.
3 D:	meem saahab.	Ma'am.
	kaun	who? (pro)
4 W:	kaun hai.	Who is it?
5 D:	dhoobii hai, meem saahab.	It's the washerman, ma'am.
	aa jaanaa	to come (emphatic)
	aa jaaoo	come (familiar)
6 W:	andar aa jaaoo.	Come in.
	tumhaaraa	your (adj)
	hii	(emphatic particle)
	intizaar	a wait (m)
	intizaar karnaa	to wait
	thaa	was (m sg)
	thii	was (f sg)
	itnaa	this much
	deer	delay (f)
	itnii deer huii	There was this much delay
	kyõõ	why
7 W:	tumhaaraa hii intizaar kar rahii thii. itnii deer kyõõ huii.	I was waiting for you. Why was there this much delay?
	kaam	work
	hamẽẽ kaam thaa	we had work
8 D:	kal hamẽẽ bahut kaam thaa.	We had a lot of work yesterday.
	hamaaraa	our (adj)
	lee aanaa	to bring
	lee aaee	brought
9 W:	hamaaree sab kapRee lee aaee?	Did you bring all our clothes?

	deekhnaa	to see
	deekh leenaa	to see for oneself (take a look)
	taiyaar	ready
10 D:	hãã saahab, sab taiyaar hai. deekh liijiyee.	Yes, ma'am, everything is ready. Take a look.
	ruknaa	to be stopped, to stop (intr)
	meeraa	my (adj)
	eek aur	another
	meeraa paijaamaa hai.	I have a pair of pajamas.
11 W:	rukoo, meeraa eek aur paijaamaa thaa, woo kahãã hai.	Wait, I had another pair of pajamas; where is it?
	saa	similar to (part)
	kaun saa	which one?
12 D:	kaun saa paijaamaa, meem saahab.	Which pajamas, ma'am?
	safeed	white
	in	oblique plural of yee
	in-mẽẽ	among these, in these
13 W:	meeraa safeed paijaamaa in-mẽẽ nahĩĩ hai.	My white pajamas aren't among these.
	deekhẽẽgee	will look
	baaḳii	remaining (adj)
	na	not, isn't it
14 D:	acchaa, ghar-mẽẽ deekhẽẽgee. baaḳii too sab hãĩ na?	O.K., I'll look at home. The rest are all there, aren't they?
	magar	but (conj)
	piilaa	yellow
	dhabbaa	spot
15 W:	hãã, magar deekhoo, is-par piilee dhabbee hãĩ.	Yes, but look, there are yellow spots on this.
16 D:	kis-par, meem saahab.	On which one, ma'am?
17 W:	is ḳamiiz-par.	On this shirt.
	isee	to this (is-koo)
	bilkul	completely (adj)
	saaf	clean
	saaf karnaa	to clean
	saaf kar deenaa	clean (emphatic)
	saaf kar dẽẽgee	will clean
18 D:	acchaa meem saahab, isee bilkul saaf kar dẽẽgee.	All right, ma'am, we'll clean it completely.

	leekin	but
	mujhee jaldii hai.	I am in a hurry.
	aaj	today
	jaanaa hai	have to go
19 W:	leekin mujhee bahut jaldii hai. aaj jaanaa hai.	But I am very much in a hurry. I have to go today.
	ghanTaa	hour
	eek ghanTee-mẽẽ	in an hour
	dee dẽẽgee	will give
20 D:	abhii, eek ghanTee-mẽẽ dee dẽẽgee.	I'll give it to you right now in an hour.
	dhulaaii	washing charges
21 W:	kitnii dhulaaii huii.	How much is it?
22 D:	sab doo rupaee huee meem saahab.	It's two rupees in all, ma'am.
	TuuTaa	broken
	TuuTee paisee	change
	tumhaaree paas	with you (familiar)
23 W:	tumhaaree paas TuuTee paisee hãĩ.	Do you have change?
	hamaaree paas	with us
	aap-kee paas	with you
24 D:	TuuTee too nahĩĩ hãĩ hamaaree paas. aap-kee paas kyaa hai.	I don't have any change. What do you have?
	meeree paas	with me
	nooT	banknote (m)
25 W:	meeree paas sirf das rupaaee-kaa nooT hai.	I only have a ten-rupee note.
	waapas	back
	waapas karnaa	to return
	waapas kar jaanaa	to bring back
26 W:	baakii waapas kar jaanaa.	Bring back the rest.

Cultural Notes

The dhobi is an ubiquitous figure in India, where washing is done almost entirely by hand. Every Indian city has its dhobi ghat (ghaaT), usually at the shore of a river or pond. Here one sees entire dhobi families standing barefoot in the water and beating garments against rocks or laying them out on the ground to dry. In Western type hotels dhobis are part of the regular complement of servants and live near the servants' quarters, although they wash in the traditional way.

Since most of his work is done outside, the dhobi depends on the weather to get his clothes ready. If it rains or there is too much work to do, he finds it difficult to keep up with the modern customer's demand for speed and punctuality. The time factor therefore is a frequent source of argument and requires prolonged negotiations. Considering the method of washing, it is furthermore wise to inspect the laundry carefully for spots or broken buttons. Making change is another source of trouble. The customer is expected to have the exact amount ready.

In asking about laundry charges the Westerner uses the past form huaa. This is customary when, as is the case here as well as in Conversation IB, the work has already been performed. In English we use the present in similar situations.

Indian clothing is partly traditional and partly of Western origin. The dhoti, the most common piece of traditional clothing, is a draped loin cloth which may be of different sizes and colors. A woman's cotton sari is also called a dhoti. The traditional men's shirt is the kurta, which is worn either with the dhoti or with a pair of loose trousers called pajamas. In addition, some men, such as the ricksha driver in Conversation IIIA, carry a piece of cloth which is either hung over the shoulder or wound around the head as a turban. Footwear consists of Western-style shoes, juutaa, or sandals, chappal.

Word Study

1. Colors

rang	color (m)

safeed	white	kaalaa	black
laal	red	niilaa	blue
piilaa	yellow	haraa	green

is-par piilee dhabbee hãĩ.
is-par safeed dhabbee hãĩ.
is-par kaalee dhabbee hãĩ.

is-par laal dhabbee hãĩ.
is-par haree dhabbee hãĩ.
is-par niilee dhabbee hãĩ.

is-kaa rang kyaa hai?	What color is it?

Practice with various objects around the room.

2. Clock-time expressions

bajaa	struck (adj)
samay	time (m)
bajee	struck (adv)

kyaa bajaa hai.	What time is it?
kyaa samay hai.	What time is it?

kitnee bajee.	At what time?
eek bajee.	At one o'clock.
paun bajee.	At a quarter to one.
baarah bajee.	At twelve o'clock.

saaRhee	half past
sawaa	quarter past
paunee	quarter to

sawaa das bajee hãĩ.	It's a quarter past ten.
saaRhee das bajee hãĩ.	It's half past ten.
paunee gyaarah bajee hãĩ.	It's a quarter to eleven.

3. Fractions

aadhaa	1/2
DeeRh	1 1/2
Dhaaii	2 1/2
paun	3/4

time:

DeeRh bajaa hai.	It's 1:30.
Dhaaii bajee hãĩ.	It's 2:30.
paun bajaa hai.	It's 12:45.

other:

aadhaa ghanTaa	1/2 of an hour
DeeRh ghanTaa	1 1/2 hours
Dhaaii ghanTee	2 1/2 hours
paun ghanTaa	3/4 of an hour
sawaa ghanTaa	1/4 of an hour

Pronunciation Drills

1. thaa

A. Additive drill

Add kyaa and question intonation.

Instructor: bahut kaam thaa.
Class: kyaa bahut kaam thaa?

bahut seeb thee.
bahut jaldii thii.
bahut ḳamiizẽẽ thĩĩ.

yee taazii thĩĩ.
yee taazii thii.
yee taazee thee.
yee taazaa thaa.

woo Thiik thii.
woo Thiik thĩĩ.
woo Thiik thee.
woo Thiik thaa.

yee miiThee thee.
yee miiThii thii.
yee miiThaa thaa.
yee miiThii thĩĩ.

woo chooTaa thaa.
woo chooTee thee.
woo chooTii thĩĩ.
woo chooTii thii.

yee phaTii thii.
yee phaTee thee.
yee phaTii thĩĩ.
yee phaTaa thaa.

B. Buildup drill

woo/mathuraa-kee/widyaarthii.thee.

kyaa/widyaarthii/mathuraa-mẽẽ thaa?

sab/papiitee/taazee thee.

kyaa/tiin/gujaratii thee?

tumhaaraa/kurtaa/taiyaar thaa.

sab/miThaaii/miThii thii.

kyaa maraaThii/Thiik thaa?

kuch/rooTii/chooTii thii.

aap-kaa/nooT/TuuTaa thaa?

sab/kooT/phaTee thee.

2. au

Like ai, this sound is pronounced as a single sound in some parts of India and as a diphthong in others.

A. Imitation drill

aur
aurat
aurtẽẽ

nau
cauk
kaun
daul
dhaut

lauTaa
lauTee
lauTii
lauTĩĩ

B. Additive drill

Add kaun hai.

Instructor: ušaa jii
Class: ušaa jii kaun hai.

kamlaa jii
warmaa jii
singh saahab

woo wideešii
aap-kee Tiicar
aap-kaa dhoobii

C. Response drill

Instructor: keelee yaa seeb.
Class: keelee aur seeb bhii.

beer yaa papiitaa
santree yaa keelee
khurcan yaa peeRee

kurtaa yaa ḳamiiz
paijaamaa yaa painT
pensil yaa kaag̣az

D. Additive drill

Add paunee.

Instructor: nau bajee hãĩ.
Class: paunee nau bajee hãĩ.

doo bajee hãĩ.
das bajee hãĩ.
chah bajee hãĩ.
baarah bajee hãĩ.
gyaarah bajee hãĩ.

saat bajee hãĩ.
aaTh bajee hãĩ.
caar bajee hãĩ.
pããc bajee hãĩ.
tiin bajee hãĩ.

3. gh

Compare the following pairs of words as your instructor reads them.

gin	count!	gaan	music
ghin	disgust	ghaan	a quantity of grain
girnaa	to fall	gaRii	buried
ghirnaa	to be surrounded	ghaRii	a watch

A. Imitation drill

ghis
ghin
ghar
ghun
ghus

ghaal
ghaas
ghaaT
ghoor
ghuum

ghanTee
ghanTaa
ghuumtaa
ghuumtee
ghuumtii

ughaTaa
ughaTee
ughaTii
ughaTĩĩ

B. Additive drill

Add ghanTee-mẽẽ jaanaa hai.

Instructor: doo
Class: doo ghanTee-mẽẽ jaanaa hai.

nau
eek
pããc

aaTh
saat
das

caar
tiin
chah

gyaarah
baarah

4. Rh

This is the aspirated counterpart of R.

A. Imitation drill

baRhaa-----	paRhaa-----	caRhaa
baRhee	paRhee	caRhee
baRhii	paRhii	caRhii
baRhĩĩ	paRhĩĩ	caRhĩĩ

caRhtaa-----	paRhtaa-----	baRhtaa
caRhtee	paRhtee	baRhtee
caRhtii	paRhtii	baRhtii

baRhiyee-----	caRhiyee-----	paRhiyee
baRhoo	caRhoo	paRhoo
baRh	caRh	paRh

B. Buildup drill

jaldii/paRhoo.

yee/kitaab/paRhiyee.

kyaa/moocii/paRhtaa hai?

ušaa jii/gujaraatii/paRhtii hãĩ.

šarmaa saahab/thooRii/urduu/paRhtee hãĩ.

aliigaRh-mẽẽ/bahut/urduu/paRhtee hãĩ.

C. Expansion drill

Repeat Drill B as an expansion drill, e.g.,

paRhoo	**paRhiyee**
jaldii	**kitaab**
	yee

5. -taa thaa

A. Additive drill

Add kaun aadmii.

Instructor: jaataa thaa.
Class: kaun aadmii jaataa thaa.

leetaa thaa.
dhootaa
dhulaataa
dikhaataa
booltaa
deekhtaa
rahtaa
paRhtaa
baat kartaa

B. Response drill

Respond with siitaa jii.

Instructor: kaun aataa thaa.
Class: siitaa jii aatii thĩĩ.

kaun paRhtaa thaa.
kaun kahtaa thaa.
kaun khaataa thaa.
kaun bulaataa thaa.
kaun samajhtaa thaa.
kaun likhtaa thaa.
kaun ḳhariid taa thaa.
kaun bataataa thaa.
kaun baiThtaa thaa.

C. Additive drill

Add kaun widyaarthii.

Instr: deetee thee.
Class: kaun widyaarthii deetee thee.

leetee thee.
khaatee
bulaatee
dohraatee
suntee
puuchtee
likhtee
paRhtee
baat kartee
baiThtee

D. Additive drill

Respond with hamaaraa Tiicar.

Instr: kaun laataa thaa.
Class: hamaaraa Tiicar laataa thaa.

kaun kahtaa thaa.
kaun dikhaataa
kaun samajhtaa
kaun likhtaa
kaun jawaab deetaa
kaun booltaa
kaun paRhtaa
kaun baiThtaa
kaun bataataa
kaun Thiik kartaa

E. Additive drill

Add tumhaaraa Tiicar and question intonation to the verbs in Drill A.

Instructor: jaataa thaa.
Class: tumhaaraa Tiicar jaataa thaa?

6. Long consonants at word boundaries

Compare the following pairs of sentences as your instructor reads them.

is-see booliyee.
isee bulaaiyee.

aaj jaanaa hai.
aa jaanaa hai.

seeb bhii hãĩ saahab.
seeb hii hãĩ saahab.

kyaa loog gin rahee hãĩ?
kyaa woo gin rahee hãĩ?

A. Imitation drill

Begin with the pairs above.

aaj jaanaa hai.
aaj aanaa hai.

aap phir aaiyee.
aap hii aaiyee.

bahut taazaa hai.
bahut aasaan hai.

aaTh Thiik hãĩ?
kyaa Thiik hãĩ?

ham meez laatee hãĩ.
ham eek laatee hãĩ.

Thiik karnaa bhaaii.
tum hii karnaa bhaaii.

kyaa kar rahee hoo.
kyaa khaa rahee hoo.

is saaRii-koo deekhiyee.
is aadmii-koo deekhiyee.

woo dukaan nahĩĩ hai.
woo haraa nahĩĩ hai.

B. Imitation and additive drill

Insert the word or postposition given by the instructor after the first word in the sentence.

Instructor: klaas aatee hãĩ.
Class: klaas aatee hãĩ.
Instructor: see
Class: klaas-see aatee hãĩ.

banaaras jaa rahee hãĩ.	-see	kyaa pahũctii hãĩ.	aap
madraas aa rahee hãĩ.	-see	sawaal puuchiyee.	aap
eek likhiyee.	sawaal	bahut hai.	taazaa
pensil hai.	laal	bahut hãĩ.	taazii
aur kahãã miltii hai.	rooTii	yee Thiik hai.	kooT
sab ghar-par rahtee hãĩ.	loog	yee TuuTaa hai.	nooT
amriikan hãĩ.	nahĩĩ	yee kaun sii hai.	saRak
khurcan hai.	nahĩĩ	is-koo kartaa hai.	Thiik
kyaa maaluum hai?	daam	mujhee caahiyee.	kuch
us-koo miltaa hai.	kaam	yee chooTee hãĩ.	pããc
kyaa bataa rahee thee?	saahab	hamẽẽ jaanaa hai.	aaj
kitaab hai.	bhii	mujhee jaldii hai.	aaj

Grammar Drills

1. The past of hai

thaa(ee, ii, ĩĩ) is the past tense equivalent of hai. Grammatically, thaa behaves like a marked adjective, changing its endings in agreement with the number and gender of the subject. With feminine plural subjects the special ending thĩĩ occurs.

yee peeRaa hai.	yee peeRaa thaa.
yee peeRee hãĩ.	yee peeRee thee.
yee saaRii hai.	yee saaRii thii.
yee saaRiyãã hãĩ.	yee saaRiyãã thĩĩ.

Similarly,

mãĩ acchaa(ii) hũũ.	mãĩ acchaa(ii) thaa(ii).
aap acchee(ii) hãĩ.	aap acchee(ii) thee(ĩĩ).

When tum refers to women, it takes either the singular or the plural forms of the past auxiliary, depending on the degree of familiarity one wishes to express.

tum laRkii hoo.	tum laRkii thĩĩ. (or) tum laRkii thii.

A. Additive drill

Instructor	Class
There was another one.	There was another one. Where is it?
eek aur thaa.	eek aur thaa. woo kahãã hai.
doo aur thee.	doo aur thee. hãĩ.
eek aur thii.	eek aur thii. hai.
doo aur thĩĩ.	doo aur thĩĩ. hãĩ.
eek aur thii.	eek aur thii. hai.
eek aur thaa.	eek aur thaa. hai.
doo aur thĩĩ.	doo aur thĩĩ. hãĩ.
doo aur thee.	doo aur thee. hãĩ.
eek aur thii.	eek aur thii. hai.
doo aur thee.	doo aur thee. hãĩ.
eek aur thaa.	eek aur thaa. hai.
doo aur thĩĩ.	doo aur thĩĩ. hãĩ.

B. Conversational response drill

dhoobii	wideešii
This is blue.	But the one I had was white.
yee niilaa hai.	magar woo too safeed thaa.
yee niilee hãĩ.	thee.
yee niilii hai.	thii.
yee niilii hãĩ.	thĩĩ.

yee niilaa hai.	thaa.
yee niilii hai.	thii.
yee niilii hãĩ.	thĩĩ.
yee niilee hãĩ.	thee.
yee niilii hai.	thii.
yee niilee hãĩ.	thee.
yee niilii hãĩ.	thĩĩ.
yee niilaa hai.	thaa.

C. Double substitution drill

There was another pair of pajamas.

(eek) aur (paijaamaa) thaa.

kuch
saaRiyãã
eek
moozaa
kuch
blaauzẽẽ
eek
ḳamiiz
kuch
juutee
eek
juutaa
kuch
ḳamiizẽẽ
eek
blaauz
kuch
moozee
eek
saaRii
kuch
paijaamee
eek

D. Substitution-agreement drill

I had 10 rupees.

meeree paas (das rupaee) thee.
eek rupayaa
TuuTee paisee
eek pensil
pacciis saaRiyãã
bahut paisaa
eek hindii-kii kitaab
tumhaaree sab kapRee
sirf eek blaauz

E. Chain drill

Instructor: Where were you at 4 o'clock?
1st Student: I was at home.

Instructor: caar bajee aap kahãã thee.
1st Student: ghar-par thaa.

1st Student: caar bajee aap kahãã thĩĩ.
2nd Student: baazaar-mẽẽ thii.

F. Chain drill

Repeat Drill E, substituting tum for aap and aaj doo pahar-koo for caar bajee.

Instructor:	aaj doo pahar-koo tum kahãã thee.	Where were you this afternoon?
1st Student:	baazaar-mẽẽ thaa.	In the market.

1.1 thaa in verb constructions

In addition to its use in simple hai statements, thaa may also be used in longer verb constructions where hai occurs.

mãĩ tumhaaraa intizaar kar rahaa hũũ.	I am waiting for you.
mãĩ tumhaaraa intizaar kar rahaa thaa.	I was waiting for you.
mãĩ tumhaaraa intizaar kartaa hũũ.	I (ordinarily) wait for you.
mãĩ tumhaaraa intizaar kartaa thaa.	I used to wait for you.

In these constructions both the thaa and the preceding rahaa or kartaa change in agreement with the sentence subject.

A. Conversational response drill: ham

Instructor	Class
Do you speak Panjabi?	See below

kyaa aap loog panjaabii booltee hãĩ?
kyaa aap loog panjaabii samajhtee hãĩ?
kyaa aap loog panjaabii paRhtee hãĩ?
kyaa aap loog puraanii kitaabẽẽ beectee hãĩ?
kyaa aap loog bahut sawaal puuchtee hãĩ?
kyaa aap loog bahut jawaab deetee hãĩ.
kyaa aap loog jaldii kaam kartee hãĩ?
kyaa aap loog zamiin-par baiThtee hãĩ?

Class

We used to speak Panjabi but we don't now.

panjaabii booltee thee. ab nahĩĩ booltee.
panjaabii samajhtee thee. ab nahĩĩ samajhtee.
panjaabii paRhtee thee. ab nahĩĩ paRhtee.
puraanii kitaabẽẽ beectee thee. ab nahĩĩ beectee.
bahut sawaal puuchtee thee. ab nahĩĩ puuchtee.
bahut jawaab deetee thee. ab nahĩĩ deetee.
jaldii kaam kartee thee. ab nahĩĩ kaam kartee.
zamiin-par baiThtee thee. ab nahĩĩ baiThtee.

B. Chain drill: mãĩ, aap

Instructor: Do you live here?
1st Student: I used to live here. Now I live in Delhi.

Instructor: kyaa aap yahãã rahtee hãĩ?
1st Student: yahãã rahtaa thaa. ab dillii rahtaa hũũ.

1st Student: kyaa aap yahãã rahtii hãĩ?
2nd Student: yahãã rahtii thii. ab nainiitaal rahtii hũũ.

C. Conversational response drill

Instructor	Class
Does Kamla speak Marathi?	See below

kyaa kamlaa jii maraaThii booltii hãĩ?
kyaa ušaa jii gujraatii samajhtii hãĩ?
kyaa aap-kaa bairaa jaldii kaam kartaa hai?
kyaa ḳhaan saahab aliigaRh-mẽẽ rahtee hãĩ?
kyaa woo phal-waalii beer beectii hai?
kyaa woo hindii-waalaa urduu likhtaa hai?
kyaa woo widyaarthii acchee sawaal puuchtii hai?
kyaa bahut wideešii swis hooTal-mẽẽ ruktee hãĩ?
kyaa meem saahab saaRiyãã ḳhariidtii hãĩ?
kyaa dhoobii kam paisaa leetee hãĩ?
kyaa griin saahab zamiin-par baiThtee hãĩ?

Class

No, but she used to speak Marathi.

jii nahĩĩ, leekin maraaThii booltii thĩĩ.
gujraatii samajhtii thĩĩ.
jaldii kaam kartaa thaa.
aliigaRh-mẽẽ rahtee thee.
beer beectii thii.
urduu likthaa thaa.
acchee sawaal puuchtii thii.
swis hooTal-mẽẽ ruktee thee.
saaRiyãã ḳhariidtii thĩĩ.
kam paisaa leetee thee.
zamiin-par baiThtee thee.

D. Conversational response drill

Instructor	Class
Today the gentleman is stopping in Delhi.	Where was he yesterday?
aaj dillii-mẽẽ ruk rahee hãĩ.	kal woo kahãã thee.
aaj dillii-mẽẽ ruk rahii hãĩ.	thĩĩ.
aaj dillii-mẽẽ ruk rahaa hai.	thaa.
aaj dillii-mẽẽ ruk rahii hai.	thii.
aaj dillii-mẽẽ ruk rahee hãĩ.	thee.
aaj dillii-mẽẽ ruk rahii hãĩ.	thĩĩ.
aaj dillii-mẽẽ ruk rahii hai.	thii.
aaj dillii-mẽẽ ruk rahaa hai.	thaa.
aaj dillii-mẽẽ ruk rahee hãĩ.	thee.
aaj dillii-mẽẽ ruk rahaa hai.	thaa.
aaj dillii-mẽẽ ruk rahii hai.	thii.
aaj dillii-mẽẽ ruk rahii hãĩ.	thĩĩ.
aaj dillii-mẽẽ ruk rahee hãĩ.	thee.

E. Transformation drill: hai forms to thaa

Instructor	Class
Do you wash clothes?	Did you used to wash clothes?
kyaa tum kapRee dhootee hoo?	kyaa tum kapRee dhootee thee?
kyaa tum yahãã rahtee hoo?	yahãã rahtee thee?
kyaa tum angreezii samajhtee hoo?	angreezii samajhtee thee?
kyaa tum panjaabii booltee hoo?	panjaabii booltee thee?
kyaa tum hindii likhtee hoo?	hindii likhtee thee?
kyaa tum panjaabii booltii hoo?	panjaabii booltii thii?
kyaa tum angreezii samajhtii hoo.	angreezii samajhtii thii?
kyaa tum yahãã rahtii hoo.	yahãã rahtii thii?
kyaa tum kapRee dhootii hoo?	kapRee dhootii thii?
kyaa tum hooTal-mẽẽ kaam kartii hoo?	hooTal-mẽẽ kaam kartii thii?
kyaa tum hindii likhtii hoo?	hindii likhtii thii?

F. Conversational response drill

Instructor	Class
What was she doing?	She was waiting for the washerman.
woo kyaa kar rahii thĩĩ.	dhoobii-kaa intizaar kar rahii thĩĩ.
woo kyaa kar rahii thii.	rahii thii.
woo kyaa kar rahaa thaa.	rahaa thaa.
woo kyaa kar rahee thee.	rahee thee.
woo kyaa kar rahii thĩĩ.	rahii thĩĩ.
woo kyaa kar rahaa thaa.	rahaa thaa.
woo kyaa kar rahii thii.	rahii thii.
woo kyaa kar rahee thee.	rahee thee.

G. Substitution-agreement drill

The lady was waiting.

(meem saahab) intizaar kar rahii thĩĩ.
woo
warmaa jii
woo
woo bairaa
woo laRkii
singh saahab
woo
woo juutee-waalaa
woo
kamlaa jii

H. Chain drill

Each question and answer must be based on one of the six conversations.

Instructor: What was the foreigner doing?
1st Student: She was waiting for the washerman. (or) She was calling the roombearer.

Instructor: wideešii kyaa kar rahii thĩĩ.
1st Student: dhoobii-kaa intizaar kar rahii thĩĩ. (or) bairee-koo bulaa rahii thĩĩ.

1st Student: moocii kyaa kar rahaa thaa.
2ns Student: wideešii-see baat kar rahaa thaa. (or) juutee-Thiik kar rahaa thaa.

1.2 The negative of thaa

In negative statements the nahĩĩ precedes the verb construction:

meeraa eek aur paijaamaa nahĩĩ thaa.
mãĩ tumhaaraa hii intizaar nahĩĩ kar rahii thii.

A. Conversational response drill

Repeat Drill B, 1 with the addition of nahĩĩ.

dhoobii	wideešii
This is blue.	The one I had wasn't blue.
yee niilaa hai.	magar woo too niilaa nahĩĩ thaa.

B. Double substitution-agreement drill

Repeat Drill C, 1 with the addition of nahĩĩ.

(eek) aur (paijaamaa) nahii thaa.

C. Transformation drill: affirmative to negative

Instructor	Class
Kamla used to speak Marathi.	See below

kamlaa jii maraaThii booltii thĩĩ.
ušaa jii gujraatii samajhtii thĩĩ.
woo bairaa swis hooTal-mẽẽ kaam kartaa thaa.
ḳhaan saahab aliigaRh-mẽẽ rahtee thee.
woo phal-waalii beer beectii thii.
woo kapRee-waalaa madraasii saaRiyãã beectaa thaa.
woo hindii-waalaa urduu likhtaa thaa.
bahut wideešii ašookaa hooTal-mẽẽ ruktee thee.
sab wideešii blaauzẽẽ ḳhariidtii thĩĩ.
woo dhoobii kam paisee leetaa thaa.

Class

Kamlaa didn't used to speak Marathi.

kamlaa jii maraaThii nahĩĩ booltii thĩĩ.
ušaa jii gujraatii nahĩĩ samajhtii thĩĩ.
woo bairaa swis hooTal-mẽẽ nahĩĩ kaam kartaa thaa.
ḳhaan saahab aliigaRh-mẽẽ nahĩĩ rahtee thee.
woo phal-waalii beer nahĩĩ beectii thii.
woo kapRee-waalaa madraasii saaRiyãã nahĩĩ beectaa thaa.
woo hindii-waalaa urduu nahĩĩ likhtaa thaa.
bahut wideešii ašookaa hooTal-mẽẽ nahĩĩ ruktee thee.
sab wideešii blaauzẽẽ nahĩĩ ḳhariidtii thĩĩ.
woo dhoobii kam paisee nahĩĩ leetaa thaa.

D. Individual drill

Instructor: Kamla used to speak Marathi.
1st Student: She didn't speak Marathi; she spoke Gujraatii.

Instructor: kamlaa jii maraaThii booltii thĩĩ.
2nd Student: maraaThii nahĩĩ, gujraatii booltii thĩĩ.

Instructor: ušaa jii gujraatii samajhtii thĩĩ.
2nd Student: gujraatii nahĩĩ, hindii samajhtii thĩĩ.

Instructor: Continue with the sentences in Drill C.

E. Substitution agreement drill

Repeat Drill G, 1.1 with the addition of nahĩĩ.

The lady wasn't waiting.

(meem saahab) intizaar nahĩĩ kar rahii thĩĩ.

F. Individual Conversational response drill

Instructor:	Were you reading?
1st Student:	No, I wasn't reading; I was writing.
Instructor:	kyaa aap paRh rahee thee?
1st Student:	nahĩĩ, paRh nahĩĩ, likh rahaa thaa.
Instructor:	kyaa aap beec rahee thee?
2nd Student:	nahĩĩ, beec nahĩĩ, ḳhariid rahii thii.
Instructor:	kyaa aap aa rahee thee. kyaa aap sun rahee thee. kyaa aap deekh rahee thee. kyaa aap laa rahee thee. kyaa aap puuch rahee thee. kyaa aap bataa rahee thee. kyaa aap lee rahee thee. kyaa aap dikhaa rahee thee. kyaa aap bool rahee thee. kyaa aap jaa rahee thee. kyaa aap ḳhariid rahee thee. kyaa aap likh rahee thee.

G. Individual conversational response drill

Instructor:	Were you buying a shirt?
1st Student:	No, not a shirt. I was buying a coat.
Instructor:	kyaa aap ḳamiiz ḳhariidtee thee?
1st Student:	ḳamiiz nahĩĩ, kooT ḳhariidtaa thaa.
Instructor:	kyaa aap hindii bool rahee thee?
2nd Student:	hindii nahĩĩ, maraaThii bool rahii thii.
Instructor:	kyaa aap ašookaa hooTal-mẽẽ ruk rahee thee? kyaa aap paijaamee gin rahee thee? kyaa aap zamiin-par baiTh rahee thee? kyaa aap aanee-jaanee-waalee-see puuch rahee thee? kyaa aap bairee-koo bulaa rahee thee? kyaa aap urduu likh rahee thee? kyaa aap kapRee likh rahee thee? kyaa aap hindustaan-mẽẽ rah rahee thee? kyaa aap dhoobii-kii madad kartee thee? kyaa aap gujraatii sun rahee thee?

2. kaun, kaun-saa 'who, which'

The question word kaun 'who, which' has the singular and plural oblique forms kis and kin (which are identical to those of kyaa). kaun-saa is a marked adjective consisting of kaun and the particle saa(ee, ii); it means 'which particular one (person or object).' The oblique of kaun-saa is kaun-see. In some areas, however, kaun-saa is not used in postpositional phrases; kis or kin is used instead.

kaun hai.
kaun-saa paijaamaa, meem saahab.
kaun-see paijaamee-par? kis paijaamee-par?

A. Double conversational response drill: kaun

The class responds each time with kaun hai, but the request to come in is andar aa jaaoo or andar aa jaaiyee, depending on who the person at the door is.

Instructor:	(knocks)	
Class:	kaun hai.	Who is it?
Instructor:	dhoobii hai.	It's the washerman.
Class:	andar aa jaaoo.	Come in.
Instructor:	(knocks)	
Class:	kaun hai.	
Instructor:	mãĩ hũũ, šarmaa.	
Class:	andar aa jaaiyee.	

Instructor: Continue with bairaa, moocii, phal-waalaa, miThaaii-waalaa, and kapRee-waalaa mixed with names of people, e.g., warmaa, khaan, etc.

B. Chain drill: kaun

Repeat Drill A as a chain drill.

Instructor:	(knocks)
1st Student:	kaun hai.
Instructor:	dhoobii hai.
1st Student:	andar aa jaaoo.
1st Student:	(knocks)
2nd Student:	kaun hai.
1st Student:	mãĩ hũũ, kamlaa.
2nd Student:	andar aa jaaiyee.

C. Chain drill: kis, oblique of kaun

Instructor:	bulaaiyee.	Call.
1st Student:	us-koo bulaaiyee.	Call him.
2nd Student:	kis-koo.	Who?
1st Student:	us bairee-koo.	That room bearer.
Instructor:	baat kiijiyee.	
2nd Student:	un-see baat kiijiyee.	
3rd Student:	kin-see.	
2nd Student:	un saahab-see.	
Instructor:	booliyee suniyee puuchiyee	kahiyee maaf kiijiyee

D. Substitution agreement drill: kis, oblique of kaun

Whose change is this?

yee (TuuTee paisee) kis-kee hãĩ.
kaag̣az pensil
kaalii painT
safeed paijaamaa
naii dhootiyãã
phaTee moozee
haraa kooT
niilii saaRii
laal blaauzẽẽ
puraanaa kurtaa
saaf kapRee

E. Conversational response drill: kaun saa

wideešii	dhoobii
There was another pair of pajamas.	Which pair of pajamas, sir?
eek aur paijaamaa thaa.	kaun saa paijaamaa saahab.
doo aur paijaamee thee.	kaun see paijaamee
eek aur saaRii thii.	kaun sii saaRii
doo aur saaRiyãã thĩĩ.	kaun sii saaRiyãã
doo aur kurtee thee.	kaun see kurtee
doo aur blaauzẽẽ thĩĩ.	kaun sii blaauzẽẽ
eek aur moozaa thaa.	kaun saa moozaa
eek aur painT thii.	kaun sii painT
doo aur painT thĩĩ.	kaun sii painT
doo aur dhootiyãã thĩĩ.	kaun sii dhootiyãã
eek aur ḳamiiz thii.	kaun sii ḳamiiz
doo aur moozee thee.	kaun see moozee

F. Chain drill: kaun saa. Use two as the number in the plural.

Instructor: pair of pajamas
1st Student: There was another pair of pajamas.
2nd Student: Which pajamas, sir?

Instructor: paijaamaa
wideešii: eek aur paijaamaa thaa.
dhoobii: kaun saa paijaamaa saahab?

Instructor: saaRiyãã
wideešii: doo aur saaRiyãã thĩĩ.
dhoobii: kaun sii saaRiyãã meem saahab.

Instructor: Continue with the names of articles of clothing that have been introduced.

G. Conversational response drill: oblique of kaun saa

wideešii	dhoobii
There are spots on this shirt.	On which shirt, sir?
is kamiiz-par dhabbee hãĩ.	kis ḳamiiz-par saahab.
is kurtee-par dhabbee hãĩ.	kis kurtee-par
in ḳamiizõõ-par dhabbee hãĩ.	kin ḳamiizõõ-par
in kurtõõ-par dhabbee hãĩ.	kin kurtõõ-par
us painT-par dhabbee hãĩ.	kis painT-par
un blaauzõõ-par dhabbee hãĩ.	kin blaauzõõ-par
us dhootii-par dhabbee hãĩ.	kis dhootii-par
un painTõõ-par dhabbee hãĩ.	kin painTõõ-par
is kooT-par dhabbee hãĩ.	kis kooT-par
un moozõõ-par dhabbee hãĩ.	kin moozõõ-par

H. Chain drill

Substitute different items and colors.

gaahak:	woo ḳamiiz dikhaaiyee.	Show me that shirt.
dukaandaar:	kaun sii ḳamiiz.	Which shirt?
gaahak:	woo safeed ḳamiiz.	That white shirt.

gaahak:	yee juutee dikhaaiyee.
dukaandaar:	kaun see juutee.
gaahak:	yee kaalee juutee.

I. Chain drill

Repeat Drill H using oblique forms.

gaahak:	us ḳamiiz koo dikhaaiyee.
dukaandaar:	kis ḳamiiz-koo.
gaahak:	us safeed ḳamiiz-koo.

3. Adjectival forms of pronouns

The adjectives formed from pronouns by the addition of -kaa which have been introduced so far are:

aap-kaa	yee aap-kii ḳamiiz hai.
is-kaa	is-kaa daam eek aanaa hai.
us-kaa	us-kaa laRkaa bahut baRaa hai.
in-kaa	in-kaa naam kyaa hai.
un-kaa	un-kee juutee phaTee hãĩ.

The pronouns mãĩ, tum and ham do not take -kaa, but have special adjectival forms:

meeraa 'my'	meeraa eek aur paijaamaa thaa.
tumhaaraa 'your'	tumhaaraa hii intizaar kar rahii thii.
hamaaraa 'my, our'	hamaaree sab kapRee lee aaee?

A. Substitution drill

It's your store.

(aap-kii) dukaan hai.
miThaaii-waalee-kii
us-kii
saahab-kii
un-kii
meerii
hamaarii
tumhaarii

B. Substitution drill

She was waiting for you.

(tumhaaraa) intizaar kar rahii thĩĩ.
hamaaraa
meeraa
aap-kaa
dhoobii-kaa
us-kaa
bairee-kaa

C. Chain drill

Instructor: aap-kaa naam kyaa hai. What's your name?
1st Student: meeraa naam __________ hai. My name is __________.

1st Student: aap-kaa naam kyaa hai.
2nd Student: meeraa naam __________ hai.

D. Conversational response drill

Instructor	Class
Whose shirt is this?	It's my shirt.
yee ḳamiiz kis-kii hai.	meerii hai.
yee juutaa kis-kaa hai.	meeraa hai.
yee paijaamee kis-kee hãĩ.	meeree hãĩ.
yee dhootiyãã kis-kii hãĩ.	meerii hãĩ.
yee moozee kis-kee hãĩ.	meeree hãĩ.
yee blaauz kis-kii hai.	meerii hai.
yee kurtee kis-kee hãĩ.	meeree hãĩ.
yee pensilẽẽ kis-kii hãĩ.	meerii hãĩ.
yee kaag̣az pensil kis-kaa hai.	meeraa hai.
yee kursii kis-kii hai.	meerii hai.
yee paisaa kis-kaa hai.	meeraa hai.
yee TuuTee paisee kis-kee hãĩ.	meeree hãĩ.
yee dukaan kis-kii hai.	meerii hai.

E. Chain drill

Repeat Drill D as a Chain drill with the instructor giving in random order the names of the items to be substituted.

Instructor: TuuTee paisee change
1st Student: yee TuuTee paisee kis-kee hãĩ. Whose change is this?
2nd Student: meeree hãĩ. It's my change.

Instructor: kaag̣az
2nd Student: yee kaag̣az kis-kaa hai.
3rd Student: meeraa hai.

Instructor: Continue with the items in Drill D.

F. Substitution-agreement drill

Are all our clothes ready?

hamaaree sab (kapRee) taiyaar hãĩ?

ḳamiizẽẽ
moozee
kapRaa
saaRiyãã
kooT
kurtee
painT
dhootiyãã
paijaamee
blaauzẽẽ

G. Substitution-agreement drill

Repeat Drill F, using thee instead of hãĩ.

Were all of our clothes ready?

hamaaree sab (kapRee) taiyaar thee?

H. Substitution-agreement drill

Your shoe is torn.

tumhaaraa (juutaa) phaTaa hai.

kurtee
saaRii
dhootiyãã
moozee
ḳamiiz
paijaamaa
blaauzẽẽ
moozaa
blaauz
paijaamee
ḳamiizẽẽ

I. Conversational response drill

Instructor	Class
The washerman needs help.	Who helps the washerman?
dhoobii-koo madad caahiyee.	dhoobii-kii madad kaun kartaa hai.
us-koo madad caahiyee.	us-kii
kamlaa jii-koo madad caahiyee.	kamlaa jii-kii
un-koo madad caahiyee.	un-kii
mujhee madad caahiyee.	aap-kii
hamẽẽ madad caahiyee.	hamaarii
bairee-koo madad caahiyee.	bairee-kii
ham loogõõ-koo madad caahiyee.	hamaarii

J. Conversational response drill

Instructor	Class
Who was she waiting for?	For the washerman.
kis-kaa intizaar kar rahii thii.	dhoobii-kaa.
kis-see bool rahii thii.	dhoobii-see.
kis-koo puuch rahii thii.	dhoobii-koo.
kis-kii madad kar rahii thii.	dhoobii-kii.
kis-koo sun rahii thii.	dhoobii-koo.
kis-koo maaf kar rahii thii.	dhoobii-koo.
kis-koo bulaa rahii thii.	dhoobii-koo.

K. Substitution-agreement drill

Who was she calling?

kis-koo (bulaa) rahii thĩĩ.
bool
madad kar
baat kar
maaf kar
intizaar kar
puuch
kah
sun

L. Chain drill

The student makes a kaun question of the statement given by the instructor. The answer must be based on a situation in one of the conversations.

Instructor: The lady was waiting.
1st Student: Who was the lady waiting for?
2nd Student: The washerman.

Instructor: meem saahab intizaar kar rahii thĩĩ.
1st Student: meem saahab kis-kaa intizaar kar rahii thĩĩ.
2nd Student: dhoobii-kaa.

Instructor: gaahak bool rahaa thaa.
2nd Student: gaahak kis-see bool rahaa thaa.
3rd Student: dukaandaar-see.

Instructor: meem saahab bulaa rahii thĩĩ.
moocii puuch rahaa thaa.
moocii-kaa gaahak bataa rahaa thaa.
meem saahab madad kar rahii thĩĩ.
gaahak baat kar rahii thii.
aanee-jaanee-waalaa bataa rahaa thaa.
kapRee-waalaa rah rahaa thaa.
bairaa madad kar rahaa thaa.
wideešii puuch rahii thii.

M. Double substitution-agreement drill

Repeat Drill C, 1 with the addition of meeraa.

I had another pair of pajamas.

meeraa (eek) aur (paijaamaa) thaa.

N. Double substitution-agreement drill

My white pajamas aren't among these.

meeraa (safeed) (paijaamaa) in-mẽẽ nahĩĩ hai.
ḳamiiz
piilii
moozee
niilee

blaauzẽẽ
laal
saaRii
harii

3.1 The adjective apnaa 'one's own'

apnaa 'one's own' is used instead of the pronoun adjectives discussed in section 3, if the subject of the sentence and the possessor of the object are the same person. With imperatives, apnaa refers to the person addressed.

apnii saaRii liijiyee.
apnee paisee leenaa.
woo apnii saaRii dhootii hai. She washes her own sari.

A. Substitution-agreement drill

Take your sari.

apnii (saaRii) liijiyee.
kapRaa
blaauzẽẽ
juutee
ḳamiiz
dhootiyãã
moozee
paijaamaa

B. Conversational response drill

Instructor	Class
There's a spot on my shoe.	Then clean your shoe.
meeree juutee-par dhabbaa hai.	too apnee juutee-koo saaf kar liijiyee.
meeree juutõõ-par dhabbee hãĩ.	apnee juutõõ-koo
meerii dhootii-par dhabbaa hai.	apnii dhootii-koo
meerii dhootiyõõ-par dhabbee hãĩ.	apnii dhootiyõõ-koo
meeree kooT-par dhabbaa hai.	apnee kooT-koo
meerii ḳamiizõõ-par dhabbee hãĩ.	apnii ḳamiizõõ-koo
meeree kapRõõ-par dhabbee hãĩ.	apnee kapRõõ-koo
meeree kurtee-par dhabbaa hai.	apnee kurtee-koo

C. Substitution agreement drill

Do you wash your own clothes?

kyaa aap apnee (kapRee dhootee) hãĩ?
dhootii Thiik kartee
kitaabẽẽ ḳhariidtee
pensilẽẽ lee aatee
kitaabẽẽ beectee
kurtee dhulaatee
kaam kartee

D. Double substitution-agreement drill

Double underlining will be used when there are two different sets of agreement.

Does Sita wash her own saris?

kyaa (siitaa jii) apnii (saaRiyãã) dhootii hãĩ.
singh jii
paijaamaa
aap-kaa bairaa
moozee
aap-kii laRkii
blaauz
sab loog
kapRee

E. Chain drill

Instructor:	dhoonaa	wash
1st Student:	aap kyaa dhoo rahee(ii) hãĩ.	What are you washing?
2nd Student:	apnii ḳamiiz.	My shirt.
Instructor:	saaf karnaa	
2nd Student:	aap kyaa saaf kar rahii hãĩ.	
3rd Student:	apnaa kooT.	
Instructor:	Continue with the verbs in Drill C, repeating those that have the largest number of possible objects.	

4. kaam, jaldii, samay, plus hai

mujhee jaldii hai.
dhoobii-koo bahut kaam hai.
hamẽẽ bahut kaam thaa.

The above indirect verb constructions are grammatically parallel to mujhee pasand hai or mujhee maaluum hai. The difference is that kaam and jaldii are subjects and agree with the verb, while pasand and maaluum are not subjects but part of the verb phrase. (See drills in IC 8.) The literal English translation would be "To me there is hurry," "To me there is much work." When the noun before hai is an abstract noun, indirect verb constructions often correspond to the English 'I have.'

mujhee samay hai. I have time.

A. Substitution drill

The washerman has a lot of work today.

aaj (dhoobii)-koo bahut kaam hai.
saahab
bairee
moocii
phal-waalee
šarmaa jii
singh saahab

B. Substitution drill

Today the foreigner is somewhat in a hurry.

aaj wideešii-koo (thooRii jaldii) hai.
thooRaa kaam
thooRaa samay

C. Substitution-agreement drill

Yesterday the bearer had only a little time.

kal bairee-koo thooRaa (samay) thaa.
jaldii
kaam

D. Double substitution-agreement drill

Yesterday the foreigner was in a big hurry.

kal (wideešii)-koo bahut (jaldii) thii.
bairee
samay
dhoobii
kaam
us

E. Additive drill

Instructor	Class
Would you please help?	Would you please help? I'm busy.
aap madad kiijiyee.	aap madad kiijiyee. mujhee kaam hai.
aap likhiyee.	likhiyee.
aap giniyee.	giniyee.
aap laaiyee.	laaiyee.
aap deekhiyee.	deekhiyee.
aap khaaiyee.	khaaiyee.
aap dikhaaiyee.	dikhaaiyee.
aap baat kiijiyee.	baat kiijiyee.
aap intizaar kiijiyee.	intizaar kiijiyee.

F. Additive-transformation drill: polite to neutral request

Repeat Drill E, adding mujhee jaldii hai. and changing the polite requests to neutral requests.

Instructor	Class
Would you please help?	You help. I'm in a hurry.
aap madad kiijiyee.	tum madad karnaa. mujhee jaldii hai.

G. Additive-transformation drill: polite to familiar request

Repeat Drill E, adding mujhee samay nahĩĩ hai. and changing the polite requests to familiar requests.

Instructor	Class
Would you please help?	You help. I don't have any time.
aap madad kiijiyee.	tum madad karoo. mujhee samay nahĩĩ hai.

5. The infinitive plus hai

Indirect verb constructions in which the infinitive precedes hai have a meaning range in English from 'would like it' to 'have to.' In these constructions the infinitive serves as an adjective and agrees with the grammatical subject. When there is no grammatical subject the infinitive is in the masculine singular:

mujhee kuch kapRee dhulaanee hãĩ.
parsõõ saweeree hamẽẽ ghar pahũcnaa hai.
aaj jaanaa hai.

A. Substitution drill

We have to go home tomorrow.

kal hamẽẽ (ghar) jaanaa hai.
hooTal
šahar
dillii
dukaan
baazaar
amriikaa

B. Substitution drill

We have to go to the city day after tomorrow.

parsõõ (hamẽẽ) šahar jaanaa hai.
mujhee
aap-koo
tum-koo
bairee-koo
us-koo
wideešii saahab-koo
un-koo

C. Substitution drill

Repeat Drill A substituting aanaa thaa for jaanaa hai.

We had to come home yesterday.

kal hamẽẽ (ghar) aanaa thaa.

D. Substitution drill

Repeat Drill B substituting pahũcnaa thaa for jaanaa hai.

We had to arrive in the city day before yesterday.

parsõõ (hamẽẽ) šahar pahũcnaa thaa.

E. Conversational response

Instructor	Class
Do you have to leave today?	We have to leave today.
kyaa aap loogõõ-koo aaj jaanaa hai.	jii hãã, aaj jaanaa hai.
kyaa aap loogõõ-koo aaj ḳhariidnaa hai.	ḳhariidnaa hai.
kyaa aap loogõõ-koo aaj yahãã rahnaa hai?	rahnaa hai.
kyaa aap loogõõ-koo aaj sab beecnaa hai.	beecnaa hai.
kyaa aap loogõõ-koo aaj kuch likhnaa hai.	likhnaa hai.
kyaa aap loogõõ-koo aaj bahut boolnaa hai.	boolnaa hai.

F. Substitution drill

I have some clothes to be washed.

mujhee kuch kapRee (dhulaanee) hãĩ.
Thiik karnee
ginee
likhnee
deekhnee
laanee

G. Substitution-agreement drill: plural

I have some clothes to be washed.

mujhee kuch (kapRee) dhulaanee hãĩ.
ḳamiizẽẽ
moozee
paijaamee
baniyaainẽẽ
saaRiyãã

H. Substitution-agreement drill: singular

She has a sari to be washed.

us-koo (saaRii) dhulaanii hai.
kapRaa
ḳamiiz
paijaamaa
moozee
baniyaain
painT

I. Substitution-agreement drill: singular, plural

Do you want to have these clothes washed?

kyaa aap-koo yee (kapRee) dhulaanee hãĩ?
saaRiyãã
saaRii
kapRaa
ḳamiiz
paijaamee
ḳamiizẽẽ
paijaamaa
moozee
baniyaain
baniyaainẽẽ
moozaa

J. Substitution-agreement drill: singular, plural

Repeat Drill I in the past.

Did you want to have these clothes washed?

kyaa aap-koo yee (kapRee) dhulaanee thee?

K. Double substitution-agreement drill

I have some pajamas to be washed.

mujhee (kuch paijaamee) (dhulaanee) hãĩ.
ḳamiizẽẽ
ginii
kuch santree
beecnee

miThaaii	khaanii
papiitaa	ḳhariidnaa
kuch kitaabẽẽ	paRhnii
urduu	likhnii

L. Double substitution-agreement drill

Repeat Drill K substituting thaa for hai.

I had some pajamas to be washed.

mujhee kuch (paijaamee) (dhulaanee) thee.

M. Individual conversational response drill

Instructor: Do you have any work to do today?
1st Student: Yes, I have a lot of work.
Instructor: Do you have anything to buy today?
2nd Student: Yes, I have to buy a shirt.

Instructor: kyaa aap-koo aaj kaam hai?
1st Student: jii hãã, bahut kaam hai.
Instructor: kyaa aap-koo aaj kuch ḳhariidnaa hai.
2nd Student: jii hãã, eek ḳamiiz ḳhariidnii hai.

Instructor: kyaa aap-koo aaj jaanaa hai?
kyaa aap-koo aaj samay hai?
kyaa aap-koo aaj kuch Thiik karnaa hai?
kyaa aap-koo aaj kuch dhuulaanaa hai?
kyaa aap-koo aaj jaldii hai?
kyaa aap-koo aaj kuch beecnaa hai?
kyaa aap-koo aaj kuch paRhnaa hai?
kyaa aap-koo aaj kuch dhoonaa hai?
kyaa aap-koo aaj kuch karnaa hai?

N. Individual conversational response drill

Repeat Drill M with the student giving a negative answer.

Instructor: Do you have any work to do today?
1st Student: Not today, but yesterday I had a lot of work.
Instructor: Do you have anything to buy today.
2nd Student: Not today, but yesterday I was supposed to buy a shirt.

Instructor: kyaa aap-koo aaj kaam hai?
1st Student: aaj nahĩĩ, kal bahut kaam thaa.
Instructor: kyaa aap-koo aaj kuch ḳhariidnaa hai?
2nd Student: aaj nahĩĩ, kal ḳamiiz ḳhariidnii thii.

Instructor: Continue with the questions in Drill M.

6. Clock-time expressions

bajee, the equivalent of English 'o'clock,' is the oblique of a marked masculine noun. We find the direct case form in

eek bajaa hai. It's one o'clock. (One is struck.)

In contrast with this, the oblique eek bajee 'at one'clock' is an adverbial phrase.

A. Substitution drill

You'll get it after 4:00.

(caar) bajee-kee baad mileegaa.
sawaa caar
saaRhee caar
paunee pããc
pããc

B. Substitution drill

I have to go at 1:00.

(eek) bajee jaanaa hai.
sawaa eek
DeeRh
paunee doo
doo
sawaa doo
Dhaaii
paunee tiin

C. Chain drill

The first student gives any time as an answer; the second student gives the time that is 15 minutes later than that given by the first student.

Instructor: What time will I get it?
1st Student: At 2:30.
2nd Student: No, at 2:45.

Instructor: mujhee kitnee bajee mileegaa.
1st Student: Dhaaii bajee.
2nd Student: nahĩĩ, paunee tiin bajee.

2nd Student: mujhee kitnee bajee mileegaa.
3rd Student: caar bajee.
4th Student: nahĩĩ, sawaa caar bajee.

D. Substitution drill

It's 12:00.

(baarah) bajee hãĩ.
sawaa baarah
saaRhee baarah
paunee eek
eek
sawaa
DeeRh
paunee doo

E. Chain drill

The second student gives the time 15 minutes before that given by the first student.

Instructor: kyaa samay hai. What time is it?
1st Student: eek bajaa hai. It's one o'clock.
2nd Student: nahĩĩ, paunee eek hai. No, it's a quarter to one.

2nd Student: kyaa samay hai.
3rd Student: saaRhee pããc bajee hãĩ.
4th Student: nahĩĩ, sawaa pããc bajee hãĩ.

F. Chain drill

The hour given must agree with the time of day given.

bairaa:	kab hooTal-see jaa rahee hãĩ.	When are you leaving here?
wideešii:	aaj doo pahar-koo.	This afternoon.
bairaa:	kitnee bajee.	What time?
wideešii	tiin bajee.	3:00.

bairaa:	kab dillii-see jaa rahii hãĩ.
wideešii:	kal saweeree.
bairaa:	kitnee bajee.
wideešii:	paunee das bajee.

7. Alternates of is-koo, us-koo; in-koo, un-koo

is-koo and us-koo have the informal alternates isee and usee parallel to mujh-koo, mujhee. in-koo and un-koo have the informal alternates inhẽẽ and unhẽẽ parallel to tum-koo, tumhẽẽ.

isee bilkul saaf kar dẽẽgee.
aap unhẽẽ likh liijiyee.

A. Conversational response drill: isee, usee

wideešii	dhoobii
There's a spot on this shirt.	We'll clean it completely.
is ḳamiiz-par dhabbaa hai.	isee bilkul saaf kar dẽẽgee.
us ḳamiiz-par dhabbaa hai.	usee
is saaRii-par dhabbaa hai.	isee
us blaauz-par dhabbaa hai.	usee
us paijaamee-par dhabbaa hai.	usee
is kurtee-par dhabbaa hai.	isee

B. Transformation drill: formal to informal

Instructor	Class
We'll clean it completely.	We'll clean it completely.
is-koo bilkul saaf kar dẽẽgee.	isee bilkul saaf kar dẽẽgee.
aaj us-koo bahut kaam hai.	aaj usee bahut kaam hai.
aap us-koo likh liijiyee.	aap usee likh liijiyee.
mathuraa is-koo bahut pasand hai.	mathuraa isee bahut pasand hai.
is-koo jaldii hai.	isee jaldii hai.
us-koo kyaa karnaa hai.	usee kyaa karnaa hai.
us-koo yahãã-see jaanaa hai.	usee yahãã-see jaanaa hai.

C. Transformation drill: usee, us-see

Instructor	Class
She's looking at that boy.	She's looking at him.
us laRkee-koo deekh rahii hai.	usee deekh rahii hai.
us laRkee-see kah rahii hai.	us-see kah
us laRkee-koo sun rahii hai.	usee sun
us laRkee-see puuch rahii hai.	us-see puuch
us laRkee-koo bulaa rahii hai.	usee bulaa
us laRkee-see baat kar rahii hai.	us-see baat kar
is laRkee-see puuch rahii hai.	is-see puuch
is laRkee-see kah rahii hai.	is-see kah
is laRkee-koo sun rahii hai.	isee sun
is laRkee-koo bulaa rahii hai.	isee bulaa
is laRkee-see bool rahii hai.	is-see bool

D. Conversational response drill: inhẽẽ, unhẽẽ

wideešii	dhoobii
On these shirts.	We'll clean them completely.
in ḳamiizõõ-par.	inhẽẽ bilkul saaf kar dẽẽgee.
un ḳamiizõõ-par.	unhẽẽ
in saaRiyõõ-par.	inhẽẽ
un blaauzõõ-par.	unhẽẽ
un paijaamõõ-par.	unhẽẽ
in kurtõõ-par.	inhẽẽ

E. Transformation drill: formal to informal

Instructor	Class
We'll clean them completely.	We'll clean them completely.
in-koo bilkul saaf kar dẽẽgee.	inhẽẽ bilkul saaf kar dẽẽgee.
aaj un-koo bahut kaam hai.	aaj unhẽẽ bahut kaam hai.
mathuraa in-koo bahut pasand hai.	mathuraa inhẽẽ bahut pasand hai.
in-koo jaldii hai.	inhẽẽ jaldii hai.
un-koo kyaa karnaa hai.	unhẽẽ kvaa karnaa hai.
un-koo yahãã-see jaanaa hai.	un-hẽẽ yahãã-see jaanaa hai.

Rapid Response

Group 1

swis hooTal kahãã hai.
meem saahab kis-koo bulaatii hai.
dhoobii kapRee kitnee bajee laataa hai.
kyaa bairaa kapRee laataa hai?
dhoobii kyaa dikhaataa hai.
kyaa sab kapRee taiyaar hãĩ?
paijaamee kitnee hãĩ.
kyaa ḳamiiz-par kaalee dhabbee hãĩ?
kitnii dhulaaii huii.
kyaa dhoobii-kee paas TuuTee paisee hãĩ?
kyaa meem saahab-ke paas das rupaee-kaa nooT hai?

Group 2

kyaa dhoobii kapRee beectaa hai?
meem saahab dhoobii-see kyaa kahtii hãĩ.
kyaa meem saahab bairee-kaa intizaar kar rahii thĩĩ?
moozee kitnee hãĩ.
kyaa wideešii-kee sab paijaamee thee?
kaun-saa paijaamaa kapRõõ-mẽẽ nahĩĩ hai.
ḳamiiz-par kaisee dhabbee hãĩ.
kyaa us paijaamee-par laal dhabbee hãĩ?
kitnii dhulaaii huii.
kyaa dhoobii-kee paas TuuTee paisee hãĩ?

Group 3

hooTal-kaa naam kyaa hai.
kitnee bajee hãĩ.
kyaa meem saahab madraasii hãĩ?
dhoobii kyaa laataa hai.
meem saahab kis-kaa intizaar kar rahii thĩĩ.
ḳamiizẽẽ kitnii hãĩ.
kyaa safeed paijaamaa un kapRee-mẽẽ hai?
kyaa painT-par dhabbee hãĩ?
meem saahab-kaa paijaamaa kis-kee paas hai.
kyaa dhulaaii doo paisee huii?
das rupaee-kaa nooT kis-kee paas hai.

Review Conversations

baazaar-mẽẽ

1. A: maaf kiijiyee, kyaa aap-kee paas TuuTee paisee hãĩ?
B: aap-koo kitnee caahiyẽẽ.
A: das rupaee-kee
B: das-kee too nahĩĩ, meeree paas sirf pããc hii-kee hãĩ.
Substitutions: other numbers

2. A: is-ḳamiiz-kaa kyaa daam hai.
B: caar rupaee pacciis naee paisee.
A: yee too zyaadaa hai, deekhiyee, is-par dhabbee hãĩ.
B: acchaa, aap-kee liyee sirf tiin rupaee pacciis paisee.
Substitutions: other articles of clothing; other prices

hooTal-mẽẽ

3. A: saahab.
B: kaun hai.
A: bairaa hai saahab, aap-kee kapRee taiyaar hãĩ.
B: acchaa, andar aaoo. meeree juutee kahãã hãĩ.
A: woo too moocii-kee paas hãĩ.
B: acchaa, Thiik hai.
Substitutions: other articles of clothing.

4. A: ai bairaa, andar aaoo.
B: abhii aataa hũũ.
A: jaldii aaoo, mujhee jaldii hai.
B: abhii aa rahaa hũũ. aap-koo kyaa caahiyee.
A: mujhee moocii caahiyee.
B: acchaa, abhii moocii-koo bulaataa hũũ.
Substitutions: dhoobii

5. A: ai bairaa, meeraa eek aur juutaa thaa, woo kahãã hai. in-mẽẽ nahĩĩ hai.
B: acchaa saahab, moocii-see puuchtaa hũũ. moocii-kee paas hai.
Substitutions: dhoobii, moocii; ḳamiiz, kurtaa, painT

6. A: (meem) saahab.

B: andar aaoo. hamaaree sab kapRee taiyaar hãĩ?

A: nahĩĩ, aap-kaa piilaa kurtaa taiyaar nahĩĩ.

B: acchaa, us-kurtee-koo saaf karnaa. mujhee bahut jaldii hai.

A: acchaa saahab, šaam-koo chah bajee mileegaa.

Substitutions: bairaa; different articles of clothing; different times of day.

Unit II Part D

Situational Response

moocii-see baat ciit

moocii:

aap-kaa juutaa kidhar-see phaTaa hai.
kyaa yee juutaa bhii phaTaa hai?
kyaa juutaa andar-see bhii phaTaa hai?
kyaa aap wideešii hãĩ, saahab?
aap kahãã-kee hãĩ.
kyaa aap-koo hindii aatii hai?
kyaa juutee-par paališ bhii karnii hai?
kyaa doonõõ juutõõ-par paališ karnii hai?
kyaa aap-koo juutee kal-tak caahiyẽẽ?
aap-kee paas kitnee TuuTee paisee hãĩ?

moocii-kaa gaahak:

bhaaii saahab, kyaa yee puraanaa baazaar hai?
suniyee, moocii kidhar baiThtee hãĩ.
sunoo, kyaa tum juutee-kii marammat kartee hoo?
kyaa tum juutõõ-par paališ bhii kartee hoo?
kyaa tum nainiitaal-kee hoo?
yee juutee-par kaisaa dhabbaa hai.
kyaa juutaa andar-see Thiik hai?
kitnaa paisaa huaa.
kyaa paisee Thiik nahĩĩ?

bairee-koo bulaanaa

bairaa:

saahab, aap-koo kyaa caahiyee.
kyaa aap amriikan hãĩ?
aap amriikaa-mẽẽ kahãã rahtee hãĩ.
kyaa aap-kee šahar-mẽẽ baRee hooTal hãĩ?
aap-koo kitnee kapRee dhulaanee hãĩ.
kyaa aap-koo kapRee bahut jaldii caahiyẽẽ?
aap-koo kapRee kab-tak caahiyẽẽ.
aap hooTal-see kab jaa rahẽẽ hãĩ.
aap kahãã jaa rahee hãĩ.

amriikan:

kyaa yee hooTal baRaa hooTal hai?
kyaa hooTal-kee paas phal-kii dukaanẽẽ hãĩ?
kyaa hooTal-mẽẽ miThaaii bhii miltii hai?
bairaa, tum kyaa kar rahee hoo.
kyaa hooTal-mẽẽ dhoobii hãĩ?
kyaa dhoobii doo pahar-tak kapRee laa rahaa hai?
ḳamiizẽẽ kitnii hãĩ.
kyaa meeree sab paijaamee in kapRõõ-mẽẽ hãĩ?
sab kitnee kapRee hãĩ.

dhoobii-kaa kapRee laanaa

dhoobii:

meem saahab, kyaa aap meeraa intizaar kar rahii thĩĩ?
kyaa amriikaa-mẽẽ dhoobii kapRee dhootee hãĩ?
aap-koo kal kahãã jaanaa hai?
aap-koo kapRee kab caahiyẽẽ.
kyaa aap-koo kal-tak kapRee zaruur caahiyẽẽ?
meem saahab, aap-kee yee sab kapRee too Thiik hãĩ?
aap-koo kitnee TuuTee paisee caahiyẽẽ.
kyaa aap-koo abhii baahar jaanaa hai?
aap-koo kahãã jaanaa hai.
kyaa aap-koo bahut jaldii hai?

amriikan:

dhoobii, tum kal kahãã thee.
kyaa tum is hooTal-kee dhoobii hoo?
tum kapRee kahãã dhootee hoo.
kyaa tum raat-koo bhii kapRee dhootee hoo?
kyaa meeree sab kapRee taiyaar hãĩ?
is niilee paijaamee-par kyaa hai.
kyaa meerii laal blaauz in kapRõõ-mẽẽ hai?
kyõõ bhaaii, sab kitnii dhulaaii huii?
kyaa tum-koo paisee abhii caahiyẽẽ?
tumhaaree-paas kitnee TuuTee paisee hãĩ.

Review Conversations

hooTal-mẽẽ

1. A: bairaa, zaraa sunnaa.
B: hãã saahab, bataaiyee.
A: moocii caahiyee, meeraa juutaa phaTaa hai.
B: acchaa saahab, abhii moocii-koo bulaataa hũũ.
A: jaldii karnaa, mujhee jaanaa hai.

2. A: meeree kapRee kahãã hãĩ.
B: udhar hãĩ, meez-kee uupar.
A: kyaa sab hãĩ?
B: jii nahĩĩ, eek ḳamiiz nahĩĩ hai.
A: jaldii laanaa, mujhee bahut kam samay hai. šaam-tak caahiyee.

baazaar-mẽẽ

3. A: sunoo moocii, is juutee-par dhabbee hãĩ.
B: kahãã saahab.
A: deekhoo, idhar, baaẽẽ taraf.
B: acchaa, isee Thiik kar dẽẽgee.

4. A: bhaaii saahab, hooTal kidhar hãĩ.
B: aap-koo kaisaa hooTal caahiyee.
A: acchaa hooTal caahiyee aur sastaa bhii.
B: udhar bahut hooTal hãĩ, aglii saRak-par.
A: acchaa, namastee.

5. A: sunoo, kyaa santree hãĩ.
B: jii hãã, kitnee caahiyee.
A: pããc, aur woo kyaa hai.
B: yee papiitaa hai.
A: acchaa, eek papiitaa bhii deenaa.

6. A: rasgullee kahãã miltee hãĩ.
B: aglii saRak-par, siidhee jaaiyee.
A: kyaa wahãã aur miThaaiyãã bhii miltii hãĩ?
B: jii hãã, woo miThaaii-kii puraanii dukaan hai.